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An invitational workshop concerned with the teaching of the Dewey Decimal Classification was attended by teachers of classification in accredited library schools and administrative officers from libraries and other organizations who have expertise in the Decimal Classification and its applications. The outlines and papers prepared for discussion consider a number of problems which arise in the teaching of the Dewey system in library schools today. Topics covered include: (1) the current role of classification systems in libraries, (2) problems associated with teaching characteristic Decimal Classification features and the schedules, (3) the availability of multiple editions of Dewey, (4) the application of the system to collections of library materials for children and schools, (5) use of centralized cataloging service, (6) teaching the administration of classification activities in libraries, (7) current teaching methods, and (8) the expectations of administrators concerning the preparation of students for careers in cataloging and classification. (JB)

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THE DEWEY DECIMAL CLASSIFICATION

Outlines and Papers
Presented at a Workshop
on the
Teaching of Classification
December 8-10, 1966

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Edited by
Maurice F. Tauber
Carlyle J. Frarey
Nathalie C. Batts

School of Library Service
COLUMBIA UNIVERSITY
New York, N.Y.
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WORKSHOP ON THE TEACHING OF CLASSIFICATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WORKSHOP ON THE TEACHING OF CLASSIFICATION

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PREFACE

This volume contains the outlines and papers prepared for discussion at the first of what is planned to be a series of conferences on the teaching of classification in library schools. The first of these was held at the School of Library Service at Columbia University December 8-10, 1966. This Workshop was concerned with the teaching of the Dewey Decimal Classification, the oldest of modern classification systems and the one which is still most widely used in American libraries today.

In its discussions the invited group of participants, representing teachers of classification in accredited library schools and a group of administrative officers in libraries and other organizations who have particular expertise in the Decimal Classification and its application, explored together a number of the problems which arise in the teaching of the Dewey system in library schools today. Among the factors which lead to these problems are: (1) the general characteristics of the Dewey system, (2) the development and special features of the several DC classes, (3) the application of the system to collections of library materials for children and for schools as well as for adults, (4) the differences among the several editions of the DC which are widely used in classifying library collections, (5) the expectations of administrators concerning the preparation of students for careers in cataloging and classification, (6) current conceptions of the function of classification in library subject analysis, and (7) the availability and utility of teaching aids and methodology. The papers and outlines which follow reflect these determinant factors, and the discussions which took place at the Workshop explored them further. Some of these discussions have been incorporated in this volume.

In the time that has elasped since the Workshop, the various participants have re-examined their contributions, and some material has been altered, enlarged, and rewritten.

To Dean Jack Dalton, of the School of Library Service at Columbia University, the Workshop personnel are grateful for his many suggestions about participants and the nature of the program. He also opened the sessions. Acknowledgment is also made to Carlyle J. Frarey, Assistant to the Dean, for his assistance in developing the program, selecting the participants, implementing the schedule of the meetings, and editing the papers. Mrs. Nathalie C. Batts, of the Columbia University Libraries, served as general assistant to the Workshop, reporter of discussions, and editorial associate.

The School of Library Service acknowledges with thanks the support of the Forest Press, Inc., which provided funds to underwrite the costs of the first in this series of Workshops.

Maurice F. Tauber

Melvil Dewey Professor of
Library Service

Chairman, Planning Committee and
Coordinator, Workshop on the
Teaching of the Dewey Decimal
Classification

April 1968

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I

THE CURRENT ROLE OF DEWEY, LIBRARY OF CONGRESS, AND OTHER CLASSIFICATION SYSTEMS IN LIBRARIES

Wesley C. Simonton
Professor, University of Minnesota Library School

The purpose of this presentation is to point up questions and problems for discussion by the group rather than try to provide answers to all our problems. There _is_ no one set of answers. Some of the questions I want to throw out for consideration are these:

1. Where should we begin? Should we begin with the needs of libraries, or with theory?
2. Should we teach in the broader context of subject analysis and information retrieval (I.R.)?
3. Should we emphasize the Dewey Decimal classification?
4. Can the Dewey Decimal classification and the Library of Congress classification be taught in the context of general theory
5. How many degrees of classification should be taught? broad? detailed? intermediate?

In searching for answers to these questions we need to consider the role of classification in libraries. Administrators are impatient with the niceties of classification.

1. Is classification used as a shelving device or as an organizer of knowledge?
2. Should the same number be used for a given item in all libraries?
   a. Consider the effect of type of library, size of library, and organization of library. The effects of these factors must be recognized.
   b. Consider also the effect of the growth of processing centers and the development of the book catalog.
3. Relation of classification to library mechanization.

With these considerations in mind we approach the teaching of classification. The three major areas here are theory, practice and curriculum.

1. Theory
   a. Which theory should be taught? enumerative? synthetic?
   b. Whose theory should be taught? Dewey? Ranganathan? Phillips? Mills?
   c. Which classification should be taught?

        d. For what purposes? organization of knowledge? of terms? of libraries?
        e. Teach the relation of classification to other methods of subject analysis?
    2. Practice
        a. Book classification vs. knowledge of classification.
        b. Length of numbers.
        c. Relocation and reclassification.
    3. Curriculum
        a. Levels at which taught: undergraduate, 5th year, 6th year, doctoral.
        b. Organization of courses.
            1) Required, elective, combination.
            2) Teaching of other methods of subject analysis.

For a beginning course, it seems best to give students a base of knowledge, plus an intermediate degree of classification. Thus they will gain a knowledge of classification within a framework of practice. (DISCUSSION: Doralyn Hickey pointed out that students are changing; they want an introduction to information retrieval and new methods in the beginning course too. Therefore non-traditional approaches should be presented, as well as classification. A. Ethelyn Markley teaches both LC and DDC to her students. Phyllis Dain and Theodore Hines want classification presented within the framework of subject analysis. Margaret Kaltenbach wants stress on the uses of classification.)

One of the problems we face concerns the restrictions of time and of course content. Another is class composition--forward looking group vs. hard core specific knowledge group. Realizing that the need for low-level classifiers should diminish with centralized cataloging we need to concentrate on training high-level classifiers. (DISCUSSION: There is a feeling of distrust among some librarians toward accepting the products of centralized cataloging. Only as much change should be made in the cards as is necessary to fit the new material into the existing collection, else the economy of the method is lost. If not satisfied, we must work to improve the quality of the product provided.)

Classification is an area which needs more research, e.g., what does relocation mean to a library? Another question is: should we teach classification for public service librarians, who work with readers? What would be the requirements of such a course? Should we include subject analysis? (DISCUSSION: Maurice F. Tauber stated that students need a basic knowledge of both the Dewey Decimal and the Library of Congress classification.)

The Palmer (1) article is important--there are many uses of classification; what is it? In teaching, begin with classification theory; illustrate that theory with the Dewey Decimal classification. We would like classification to organize knowledge well, but realize that there are problems of shelf list, etc., limitations.

---

(1) Palmer, B. I. "Classification." Library Trends 2:236-248, Oct. 1953.

II

PROBLEMS IN TEACHING CHARACTERISTIC DECIMAL CLASSIFICATION FEATURES

Katharine Ball
Professor, University of Toronto, School of Library Science

1. Extent of Subdivision

The basic problem of all teaching in library schools is the lack of a specific type and size of library to which the subject can be related. While this problem is apparent in all core courses, it is most acute in teaching the Dewey classification because of its potential for expansion or simplification to suit different libraries. Classification is a required subject for all students, from those destined for employment in school and small public libraries to those who may classify in large or special libraries. Should the presentation be broad, close or intermediate? The same principles, of course, govern all classifications, whether broad or close and the method of attaining increased specificity by dividing subject areas must be learned by all students. It is in the practical application of the schedules to books and topics that the difficulty is most apparent. Should one demand of the student that he exercise the full potential of subdivision, knowing that most libraries using the Dewey classification will prefer in many cases to use the broader classification? How can one explain that, while it is possible to divide any number geographically, there are many sections in a library collection where the amount of material would not justify this practice? If subdivision is carried out to its farthest extent it often results in numbers that seem impractical to students, and indeed to practising librarians, e.g.: Celtic folk tales 398.209174916.

This presentation is based on the 17th edition of Dewey. One problem which arises is that of trying to teach students when not to divide. They need to know how to interpret numbers, and need to know how a number is formed to know how to cut it. When working with a practice collection, reasonable length of numbers should be stressed. When teaching without such a collection, BPR (American book publishing record) may be used for examples, but some of the numbers given there are difficult to figure out. (DISCUSSION: Deo Colburn said that points for truncation of numbers will be indicated on cards bearing Dewey numbers.)

2. Interpretation of Instructions

There are several important types of instructions which present problems. The first is the use of the "Scope" and "Includes" directions. (DISCUSSION: Deo Colburn said that the 18th edition of Dewey will use the phrase "Common component" instead of "Scope.") The students are accustomed to the normal meaning of "Scope" as the content of a subject, as the term is used in the "scope notes" of a subject list. In spite of explanations, they tend to interpret such directions as describing the content of the section or number, particularly when no definition is given; e.g., compare:

17th edition

750 Painting and paintings

. . . . .

759.1 - 759.9 Geographical treatment

Scope: individual painters regardless of process, form, subject.
Divide geographically as below . . .

759.1 North America . . .
.11 Canada

16th edition

759.1 - 759.99 National and international schools of painting
including works of individual painters regardless of medium, technique, subject or period

759.1 North American painting
.11 Canadian painting

This example from the 16th edition shows clearly that a general book on Canadian painting is classified in 759.11, while in the 17th edition one must go right back to 750 Painting and paintings to obtain the correct interpretation of the exact numbers and must also realize that "Scope" means what "includes" meant in the 16th edition. The fact that the "scope notes" "drip" while the "includes" notes do not also is difficult to convey. This is, of course, deliberate policy explained in the introduction, but still presents a problem in teaching.

Another type of instruction which leaves a good deal for the classifier to interpret is shown in the following example:

930-990 Geographical treatment of general history
Add area notations 3-9 to 9, e.g., general history of British Isles 942; then, unless otherwise specified, add further as follows:
001-008
009 Regions
Divide like area notation 1, e.g., cities 009732

It is obvious that the use of 009 as a basis for geographical division does not apply in the history schedules, but what about Biography 0092? Collective biography of national historical figures whose lives covered several periods appears to be classified in the appropriate country with the standard subdivision 00922, as shown by Sutcliff's Heroes and history 942.00922 found in BPR, January 1966. It is also not clear from the directions whether the form with two zeros is used after a country number with the period division added. To draw again on BPR it would appear that one reverts to the single zero, as seen in the following example from the same issue: Schoenbrun's The three lives of

Charles de Gaulle 944.080924. Toronto uses BPR as its chief source of examples for 17th Dewey.

The last type of instructions to which I wish to refer is those "divide like" directions that are in several steps entailing reference to several different parts of the schedules. This example (p.) shows the process necessary to classify a collection of English religious plays. This does not include division by period, which would entail a further step. More explicit instructions are needed. The 800's are difficult because of unnecessary duplication of references and failure to give specific instructions.

3. Application of Standard Subdivisions

The change of terminology in the 17th edition from Form divisions to Standard subdivisions and the re-arrangement into a more logical pattern is an improvement. However, the many exceptions to the single zero prevent the full exploitation of this mnemonic feature and also make it more difficult to teach the mechanics of forming numbers for the standard subdivisions. The 17th edition breaks what has been a mnemonic pattern. The examples given in it, however, are helpful.

Our first exercise, after two classes on the history and structure of the Dewey classification and one on the general outline and Form divisions, used to be easy to prepare. With very few exceptions any heading from the First or Second Summaries could be combined with a Form Division and the students could be shown the method of cancelling zeros to obtain the correct result. Now, with the headings in the summaries generalized and many exceptions in the formation of the Standard subdivisions, it is difficult to find enough topics from the First and Second Summaries for which the students can form numbers that will prove to be correct when they are checked in the complete schedules. Of the ten classes in the First Summary either the heading or the number of zeros used for the Standard subdivisions has changed in the complete schedules in five cases. The same is true for many of the subdivisions in the Second Summary. All relocations have not been identified and some discarded numbers have been reused almost immediately. Also, the directions are inadequate. (DISCUSSION: Carl Frarey expressed the need for greater accuracy of definition; Katharine Ball cited the need for intellectual purity.)

4. Application of the Area Table

The addition of area numbers to indicate geographic subdivision of subjects is much easier to teach than "divide like 930-999," but centered headings for countries like Germany, Spain and Russia cause difficulty. The students may have learned that when they find a span of three or more numbers, such as -472-479 for the Soviet Union they should use the next higher number, i.e., -47. However, when they look at -47 they see that it is Eastern Europe, which confuses them.

The 2 in the Area Table is redundant because it is a repetition of the 092 of biography. Subdivisions pose problems. The Area Table also lacks many of the explanatory notes found in the earlier editions, e.g., 941.74 Galway, including Aran Islands, the earlier names of the parts of Central Asia and other areas and the historical information which accompanied many of the numbers in the History class.

The instructions at 930-990, already mentioned, give -42 British Isles as an example and it is not clear to the students that this can be carried further for the history of a specific state, county or city.

5. The Designation of Comprehensive Numbers

In the earlier editions of Dewey there was frequently a definite assignment of a certain number to cover two or more subjects for which individual places were given in the schedules, e.g., 820 for "comprehensive works comprising or on both English and American literature." This direction is no longer given.

It is difficult to find any consistent pattern in the use of such directions in the 17th edition, e.g., 791.4 Motion pictures, radio, television has the note: Class comprehensive works on the stage, motion pictures, radio, television [formerly 791.4] in 790.2. At 790.2 The performing arts, we find the related note: Including comprehensive works on stage. . . television [formerly 791.4]. On the other hand although at 791.44 Radio the note reads: Class comprehensive works on radio broadcasting [formerly 791.44] in 384.54 there is no related note at 384.54 to reassure the classifier who starts with this approach.

6. The Index

So much has already been written about the difficulty of using the index that it seems almost unnecessary to comment on it. In point of fact, we have always discouraged the use of the index by the students, so its difficulty does not interfere with our teaching. The students are advised to use it only to find specific places, languages and terms with which they are unfamiliar and most of these can be found. When they do attempt to find less specific topics they often waste time searching and are misled by the confusing chains of cross references. (DISCUSSION: Deo Colburn announced that the index is being revised.)

7. Conclusions

The 17th edition of Dewey is designed for the experienced classifier with specialized subject knowledge rather than for the beginning student. There is a somewhat pedantic emphasis on theoretical structure at the expense of clarity of expression and simplicity of application. Should we teach the abridged edition? Or are the same problems present there?

APPENDIX

Examples

A COLLECTION OF ENGLISH RELIGIOUS PLAYS

p. 1122 822 [English] * Drama
footnote *Divide as instructed under 820-890

p. 1120 820-890
. . . Under literatures having more than one entry in this table, divide each entry identified by * like the corresponding number or numbers under 810.1-818.5

p. 1115 812 [American] Drama
.001-.009 Standard subdivisions
Divide like 811.001-811.009

p. 1114 811 [American] Poetry
.008 Collections and anthologies . . .
.008 01-008 03 Displaying specific features
Divide like 808.801-808.803

p. 1103 [Collections and anthologies of Literature]
808.801-808.803 Displaying specific features

p. 1104 808.803 Specific themes and subjects
Love, pride, nature, religion . . .

A Collection of English Religious Plays 822.008 03

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B.L.S. 515. Cataloguing and Classification

BACON 1605		HARRIS 1870	DEWEY 1876	
Mental Faculties	Emanations			
			General works	000
Memory	History	Science		
	Natural	Philosophy	Philosophy	100
	Civil	Religion	Religion	200
		Social and	Sociology	300
		Political Science	Philology	400
		Natural Science and	Science	500
		Useful Arts	Useful Arts	600
Imagination	Poesy	Art		
	Narrative	Fine Art	Fine Arts	700
	Dramatic	Poetry		
	Parabolic	Fiction	Literature	800
		Literary Miscellany		
Reason	Philosophy	History	History	900
	Divine	Geography	Geography	
	Natural	Civil History	Biography	
	Human	Biography		
		Miscellany		

EXAMPLES FROM AMERICAN LITERATURES

810.8	collection of prose and poetry by several American authors
810.9	collection by several authors about American prose and poetry
810.9	biography and/or criticism of several American authors who write in different literary forms
811	poems by one American author
811	biography and/or criticism of one American poet
811.008	collection of poems by several American authors
811.009	biography and/or criticism of several American poets
818	collection of prose by one American author
818	biography and/or criticism of one American author who writes in several forms
818.008	collection of prose by several American authors
818.009	biography and/or criticism of several American prose writers

University of Toronto
School of Library Science

Name ____ Lecture ____ Section ____

B.L.S. 515. Cataloguing and Classification
1967/68 Session

	Ireland	Romania	Regina, Sask.	Philippine Is.
Area table notation	-415			
History of	941.5			
Description of	914.15			
Map of	912.415			
Place names of	914.15003			
Historical geography of	911.415			
Travel guide to	914.1504			
Famous men from	920.0415			
Adventures in	914.15			

	Wales	Switzerland	Annapolis County, N.S.	Greece
Area table notation	-429	-494	-71633	-982
History of	942.9	949.4	971.633	998.2
Description of	914.29	914.94	917.1633	919.82
Map of	912.429	912.494	912.71633	912.982
Place names of	914.29003	914.94003	917.16330033	919.82003
Historical geography of	911.429	911.494	911.71633	911.982
Travel guide to	914.2904	914.9404	917.163304	919.8204
Famous men from	920.0429	920.0494	920.071633	920.0982
Adventures in	914.29	914.94	917.1633	919.82

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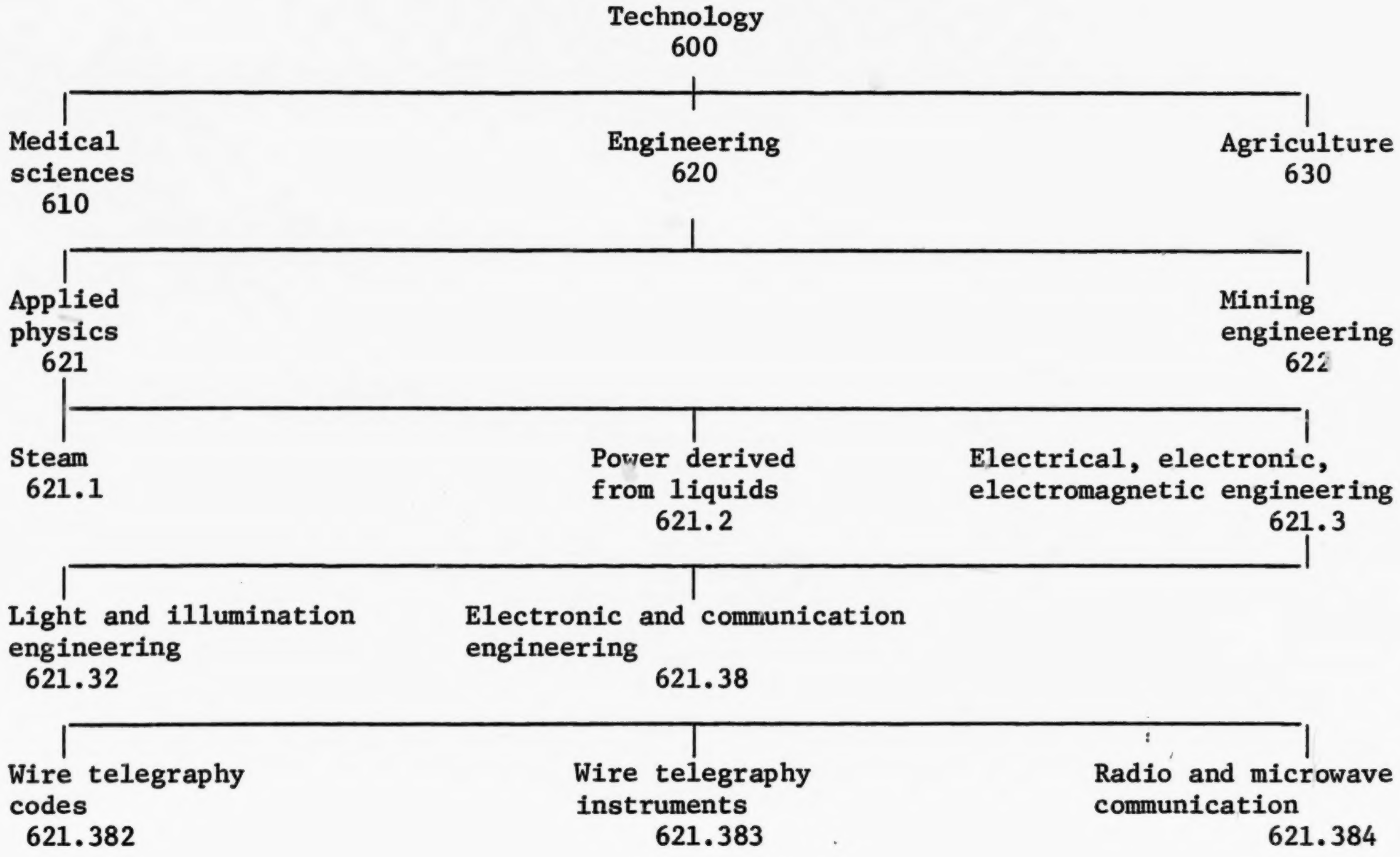
Program leading to the degree of
Bachelor of Library Science
1967/68 Session
515. Cataloguing and Classification


Technology
600
Medical sciences
610
Engineering
620
Agriculture
630
Applied physics
621
Mining engineering
622
Steam
621.1
Power derived from liquids
621.2
Electrical, electronic, electromagnetic engineering
621.3
Light and illumination engineering
621.32
Electronic and communication engineering
621.38
Wire telegraphy codes
621.382
Wire telegraphy instruments
621.383
Radio and microwave communication
621.384

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Program leading to the degree of
Bachelor of Library Science
1967/68 Session

515. Cataloguing and Classification

Technology 600	Medical sciences 610	Engineering 620	Applied physics 621	Steam 621.1
Power derived from liquids 621.2	Electrical, electronic, electromagnetic engineering 621.3	Light and illumination engineering 621.32		
Electronic and communication engineering 621.38	Wire telegraphy codes 621.382	Wire telegraphy instruments 621.383		
Radio and microwave communication 621.384				

III

PROBLEMS ASSOCIATED WITH PRESENTING AND TEACHING THE SCHEDULES: THE GENERAL CLASS (000); LANGUAGE AND LITERATURE (400) AND (800)

Laura C. Colvin
Professor, Simmons College, School of Library Service

These outlines for the Workshop on the Teaching of the Dewey Decimal classification highlight problem areas for the teacher in presenting and teaching each of the following classes in the DDC:17 (000/400/800) and for the student in understanding them, particularly without specific demonstration. In these outlines, rather than analyzing each class systematically with notation first, keynote and complicated problem areas followed by notations are delineated for consideration. The major areas appear below:

I. Subject integrity/hierarchical development

II. Terminology/headings/scope, inclusion and/or instruction notes

III. Expansions/relocations/vacated notations

IV. Synthesis of notation/subdivision/divide like

V. Reduction of notation/practical applications

VI. Relative index

The overlapping of topics is obvious, but the complicated extensions of the notation structure and the various patterns of subdivision can best be demonstrated in this way. A fair sampling rather than exhaustive coverage illustrates problem areas for teacher and student. The analyses point up the complexities added to Dewey seventeen, which make it a modern, synthetic, multi-dimensional system--one which is more appropriate for information organization than for practical book classification. Striving for logical hierarchical structure, subject integrity, and intellectual appeal often results in long notations, which in turn results in loss of meaningful shelf arrangements.

More detail is presented here for our discussion purposes than I teach in a required introductory basic cataloging course. I simplify and streamline, although it is necessary to cover some of the complicated structure.

In considering the changes in Dewey 17 the thought occurs: What would Dewey think of this? In the 000 there are a number of problems. Relocations are not as much a problem for students as for the catalog librarian. Their purpose is to increase integrity or improve schedules. Students should be aware of them and how they affect libraries: e.g., decision file, references in the shelf list, effect on departments. When material is reclassified and reorganized, records need to be changed. Students should be taught the philosophy of separating and placing material. Another problem is the lack of uniformity in notes. Such notes as "formerly also" sometimes are puzzling. In the classes 027 (general libraries) and 080 (general collections and anthologies) directions are obscure. The sheer length of some numbers is a problem, especially when their composition represents exceptions to the rules.

The index needs improvement. Some subjects are not located in it. There are no entries for Book numbers and Shelf arrangement--which are in the 16th edition. (DISCUSSION: Ted Hines said that the index poses problems because 30% of the entries in it are cross references to other entries in the index.)

My outline for discussion of the three classes--000, 400, and 800--follows.

GENERALITIES (000)

I. Subject integrity/hierarchical development
    A. Evaluations of:
        1. Centered headings/"drip" principle
            a. Bibliographies and catalogs (010-019)
                (1) Special bibliographies and catalogs (012-016)
                (2) General catalogs (017-019)
            b. Library science (020-029)
                (1) Establishment and purpose of libraries (021.1-021.8)
                (2) Personnel (023.4-023.5)
                (3) Specific kinds of libraries (026-027)
                    (a) By form of ownership (027.1-027.5)
                    (b) Libraries for educational institutions (027.7-027.8)
            c. Newspapers and journalism (070-079)
                (1) Journalism (070.1-070.4)
                (2) Treatment of newspapers and journalism by country and locality (071-079)
            d. General collections and anthologies (080-089)
                (1) English-language (081-082)
                (2) Other languages (083-089)
        2. Relocations of subjects/new emphases
            a. Within the class
            b. Without the class
        3. Discipline vs. subject
            a. Relocations to 000 class
            b. Relocations to other classes
        4. Cancellations/vacated notations

I. B. Extension of notations by:
  1. Standard subdivisions
  2. Area table
  3. Languages
  4. Subject expansion

II. Headings/terminology/scope, inclusion, and/or instruction notes
  A. Headings (new terminology compared with DDC:16)*
    1. Generalities vs. General works (000)
    2. Library science (020)
      a. The library vs. Library establishment and purpose (021)
      b. Physical plant of libraries vs. Library buildings (022)
      c. Library personnel and positions vs. Library government and personnel (023)
      d. Library economy vs. Library management and operation (025)
      e. Specific kinds of libraries vs. Special libraries/ General libraries (026-027)
      f. Reading and reading aids vs. Reading and reading guidance (028)
      g. Indexing and documentation vs. Literary methods and labor savers (029)
    3. General encyclopedic works vs. General encyclopedias (030)
    4. General periodicals and their indexes vs. General periodicals (050)
    5. General organizations vs. General societies (060)
    6. Newspapers and journalism vs. Newspaper journalism (070)
    7. General collections and anthologies vs. Collected works (080)
    8. Manuscripts and book rarities vs. Manuscripts and rare books (090)

  B. Scope, inclusion and/or instruction notes (compared with DDC:16)*
    1. Notes preferable in DDC:17 under:
      a. General encyclopedic works (030)
      b. General periodicals and their indexes (050)
      c. General organizations (060)
      d. Newspapers and journalism (070)
      e. General collections and anthologies (080)
    2. Fewer notes in DDC:17 because of:
      a. Different organizational patterns
      b. Summary of notations
      c. Centered headings
      d. Clearer instruction notes

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*Without reference to DC&

III. Expansions/relocations/vacated and abandoned notations
- A. Expansions of notations
  - 1. Knowledge (001.09-001.96)
  - 2. Library science (020-029)
    - a. Cataloging/Subject headings (025.33001-.33999)
    - b. Maintenance and preservation of collections/ Arrangement (025.81)
  - 3. General collections and anthologies (080-089)

- B. Relocations of notations within the class
  - 1. Knowledge (001.09-001.96)
    - a. Research (001.4) [007]
    - b. Research/Methodology (001.42) [001.4018]
    - c. Communication (001.5)
      - (1) Theories (001.51) [006]
      - (2) Cybernetics (001.53) [006]
      - (3) Communications thru records (001.55)
        - (a) Printed and written mediums (The book) (001.552) [002]
        - (b) Microreproductions (001.5523) [099]
  - 2. Bibliographies and catalogs (010-019)
    - a. General bibliographies, including general classified bibliographies (011) [016]
      Applies to general classified bibliographies only.
    - b. Subject catalogs alphabetically arranged (017.5-017.8) [019]
  - 3. Library science (020-029)
    - a. Book collecting (020.75) [010]
    - b. The library (021)
      - (1) History of libraries (021.009) [020.9]
      - (2) Cooperation (021.64), including union catalogs, bibliographical centers [025.35]
      - (3) Promotion of libraries (021.7), including friends-of-the-library organizations [020.6]
      - (4) Library commissions (021.82) including governing boards [023.3]
    - c. Planning for buildings (022.3)
      - (1) Building materials (022.3) [022.2]
      - (2) Historical and geographical treatment (022.33) [022.309]
    - d. Personnel (023.4-023.5)
      - (1) Staff (023.5), including in-service training [020.713]
      - (2) Staff manuals, rules, codes (023.9) [023.50202]
    - e. Treatment of special materials/Vertical file (025.172) [029.3], including clippings [025.175]
    - f. Exchange and gift work (025.26), including United States Book Exchange [021.85]
    - g. Reader advisory services (025.54) [028.8]

- III. B. 3. h. General libraries (027)
    - (1) Public libraries (027.4), including bookmobiles [021.65], branches [021.62]
    - (2) Reference and research libraries (027.424) [025.52]
    - (3) Non-profit organization libraries (027.68), including libraries of learned societies [027.7] United Nations Library [027.57471]
  - i. Documentation (029.7) [010]
  - 4. Museums/Buildings and service facilities (069.2), including specific museum buildings [069.09]
  - 5. General collections and anthologies (080), including general collected essays, addresses, lectures [040]
    - a. English-language (081-082)
      - (1) American (081) [082]
      - (2) Other English language (082) [081]
    - b. Other languages (083-089) [081-082]
  - 6. Manuscripts and book rarities/Incunabula (093), including books printed by Caxton [094]

- C. Relocations of notations from other classes
  - 1. Knowledge (001.09-001.96)
    - a. Research/Incentives/Endowment (001.44) [378.32]
    - b. Communication (001.5) [384]
  - 2. Library science/Physical plant of libraries, including school libraries (022) [371.622]
  - 3. General organizations (060), including general international organizations [341.11]
  - 4. Museums/School museums (069.2) [371.622]

- D. Relocations to other classes/vacated notations
  - 1. Library science (020-029)
    - a. Library laws [021.89] (340)
    - b. Building insurance [022.2] (368)
    - c. Library architecture [022.3] (727.8)
    - d. Classification, pay, retirement plans [023.8] (658.3222; 658.325)
    - e. Finance/Accounting [025.11] (657.834)
    - f. Authorship and editorial techniques [029.6] (808.02)
  - 2. Museums (069)
    - a. Office methods [069.6] (651.9)
    - b. Accounting [069.6] (657.834)
  - 3. Newspapers and journalism (070)
    - a. Press law [070.11] (340)
    - b. Business management of newspapers and periodicals [070.3] (658)
    - c. Editorial management and journalistic techniques/News and news sources/News and editorial writing [070.43] (808.066)

III. E. Abandoned notations
  1. Form divisions [002-009]
  2. General collected essays, addresses, lectures [040-049]

IV. Synthesis of notation/subdivision/divide like
  A. Patterns for subdivisions
    1. Standard subdivisions
      a. Bibliographies of specific subjects (016.0001-.0009)
      b. The library (021.001-021.008)
      c. Library personnel/Titles and job descriptions (023.7001-023.7009)
      d. Library economy (025.001-025.009)
        (1) Subject cataloging (025.330001-025.330009)
        (2) Classification of special subjects (025.460001-025.460009)
      e. Special libraries (026.0001-026.0009)
      f. General libraries (027.001-027.008)
      g. Newspapers and journalism (070.01-070.08)
    2. Area table referral
      a. Library science (020-029)
        (1) Permanent nongovernment organizations (020.62)
          (a) National--Add area notations 3-9 to 020.622--
          (b) Regional--Add area notations 3-9 to 020.6232
          (c) State and provincial--Add area notations 3-9 to 020.6234
          (d) Local--Add area notations 3-9 to 020.624
        (2) Planning for buildings/Historical and geographical treatment--Add area notations 1-9 to 022.33
        (3) General libraries/Geographical treatment (027.01-.09)--Add area notations 1-9 to 027.0
        (4) Libraries by form of ownership (027.1-027.5)
          (a) Private and family/Proprietary/Rental libraries--Add area notations 1-9 to 027.1/027.2/027.3
          (b) Public libraries/Treatment by continent, country, locality--Add area notations 3-9 to 027.4
          (c) Government libraries/Specific institutions--Add area notations 3-9 to 027.5
        (5) Libraries for educational institutions (027.7-027.8)
          (a) College and university libraries/Specific institutions--Add area notations 3-9 to 027.7
          (b) School libraries/Specific libraries--Add area notations 3-9 to 027.82
      b. General organizations (060)
        (1) In North America (061)
          (a) Canada (061.1) Divide like area notation 71--
          (b) United States (061.3-.9) Divide like area notations 73-79--

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- IV. A. 2. b. (2) In England and Wales--Divide like area notation 42
  - (3) In Italy and adjacent territories--Divide like area notation 45
  - (4) In eastern Europe--Divide like area notation 47
  - (5) In other countries--Add area notations 3-9 to 068
- c. Newspapers and journalism (070)
  - (1) Historical and geographical treatment of newspapers and journalism (070.9)--Class treatment by country and locality in 071-079
  - (2) In central Europe (073)--Divide like area notation 43
- 3. Language referral
  - a. General encyclopedic works (030-039)
    - (1) Basic division by language
    - (2) Subdivision by language for
      - (a) Other Slavic languages (037.82-.89)--Divide like 491.82-491.89
      - (b) East Scandinavian languages (038.7-.8)--Divide like 439.7-439.8
      - (c) Other languages (039)--Divide like 420-490
  - b. General periodicals and their indexes (050)
    - (1) English-language (American/Other English-language (051-052)
    - (2) Other Germanic languages (053)--Divide like 033
    - (3) Slavic languages (057)--Divide like 037
    - (4) Other languages (059)--Divide like 420-490
  - c. General collections and anthologies (080)
    - (1) Pattern similar to 031-039; 051-059
    - (2) Referral to (083-088); 420-490 (089)
  - d. Special bibliographies of anonymous and pseudonymous works (014)--Divide like 031-039
- 4. Subject referral
  - a. Bibliographies and catalogs (010-019)
    - (1) Bibliographies of specific classes of writers (013)--Divide like 920.1-928.9
    - (2) Bibliographies of specific subjects (016)--Divide like 001-999
    - (3) Author catalogs (018)--Divide like 017.1-017.4
  - b. Library science (020-029)
    - (1) Subject headings (025.33001-.33999)--Divide like 001-999
    - (2) Cataloging of special materials (025.34)--Divide like 025.17
    - (3) Classification of special subjects (025.46)--Divide like 001-999
    - (4) Libraries devoted to specific subjects (026.001-.999)--Divide like 001-999

IV. B. Overlapping of notation
  1. Special libraries devoted to specific subjects (026.001-.999)
  2. Non-profit organization libraries (027.68)
  3. Business and industrial libraries (027.69)

V. Reduction of notation/practical applications
  A. Omission of subdivisions
    1. Standard subdivisions
    2. Other subdivisions
      a. By subject
      b. By area
      c. By language

  B. Shorter notation for local emphasis: divide as instructed under the following:
    1. General encyclopedic works/Bengali (03B); Turkish (03T) to precede 031
    2. General periodicals and their indexes/Bengali (05B); Turkish (05T) to precede 051
    3. General organizations in specific country/in Japan (06F) to precede 061
    4. Treatment of newspapers and journalism by country and locality/in Ghana (07G) to precede 071
    5. General collections and anthologies/Bengali (08B); Turkish (08T) to precede 081

VI. Relative index/DDC:17
  A. Complexity of reference structure
    1. From general to specific and vice versa
    2. From one term to another rather than to appropriate notation

  B. Lacunae
    1. Paucity of terms
    2. Specific terms
      a. Book (without direct reference to 001.552)
      b. Book numbers
      c. Shelf arrangement
      d. Technical services vs. Technical processes (schedule)

LANGUAGE (400)

The 18th edition will have a table of languages which will save going back and forth. Problems are raised in the 400's by new terminology and technical vocabularies; e.g., lexicology is a centered heading, but it is not listed in the index; grammar in the 16th edition became structural systems in the 17th. In some places notes are better in the 17th edition, especially in 428, and some are bilingual, too. Relocations and modernization have been helpful.

400

I. Subject integrity/hierarchical development
    A. Evaluations of:
        1. Centered headings/"drip" principle
            a. Indo-European languages (420-480)
            b. Other specific languages (430-490)
            c. Subdivisions
                (1) Linguistics (411-418)
                (2) Description and analysis of standard English (421-426)
                (3) Lexicology (422-423)
                (4) Nonstandard English/Regional variations (427.1-427.9)
                (5) Standard English usage (Applied linguistics)/ Expression (428.2-428.3)

    B. Extension of notations for:
        1. Standard subdivisions
        2. Standard subdivisions of languages

II. Headings/terminology/scope, inclusion, and/or instruction notes
    A. Headings (new terminology compared with DDC:16)*
        1. Linguistics and nonverbal language vs. Comparative linguistics (410)
        2. Notations (Alphabets and ideographs) vs. Written language (411)
        3. Polyglot dictionaries (413)/Lexicography (413.028) vs. Lexicography, including Polyglot dictionaries (413)
        4. Phonology vs. Sounds of language (414)
        5. Structural systems vs. Grammar (415)
        6. Dialectology and paleography vs. Inscriptions and paleography, including Diplomatics (417)
        7. Usage (Applied linguistics) vs. Texts (418)
        8. Nonverbal language vs. Nonverbal communication (419)
        9. English and Anglo-Saxon vs. English (420/429)
            a. Written and spoken codes vs. Written and spoken elements (421)
                (1) Notation vs. Alphabet (421.1)
                (2) Spelling vs. Orthography (421.52/421.4)
            b. Nonstandard English vs. Early and nonliterary forms of the language (427)
            c. Standard English usage (Applied linguistics) vs. Textbooks for learning the language (428)
                (1) Structural approach vs. Elementary composition (428.2)
                (2) Audio-lingual approach vs. Use of words (428.3)
        10. Germanic languages (430) vs. German/Other Germanic languages (430/439)
        11. French, Provençal, Catalan (440 vs. French/Provençal/ Catalan (440/449/449.9)

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*Without reference to DC&

II. A. 12. Italian, Romanian, Rhaeto-Romanic (450) vs. Italian/Rumanian/Rhaeto-Romance languages (450/459/459.9)
        13. Spanish and Portuguese (460) vs. Spanish/Portuguese (460/469)
        14. Italic languages/Latin/Romance and other Italic languages (470-479) vs. Latin/Languages derived from Latin (470/479)
        15. Classical languages and modern Greek (480) vs. Greek/Classical languages; Modern Greek (480/489/489.3)
        16. Postclassical Greek vs. Historic and nonliterary forms of the languages (487)

    B. Scope, inclusion and/or instruction notes (compared with DDC:16)
        1. Notes preferable in DDC:17 under:
            a. Etymology/Foreign elements (422.4)
            b. Bilingual dictionaries (423.3-.9)
            c. Specific languages (420-490)
            d. Nonstandard English (427) in England (.1-.8)--Divide like area notations 421.428 vs. In other places (.9) Add area notations 4-9 to 427.9--
        2. Notes preferable in DDC:16 under:
            a. Language (400)
            b. Nonverbal communication (419) Nonverbal language
            c. Etymology (422)
            d. Grammar (425) Structural system
            e. Textbooks for learning the language (428) Standard English usage (Applied linguistics)

III. Expansions/relocations/vacated notations
    A. Expansions of notations
        1. Lexicography (413.028)
        2. Historical linguistics (Paleography) (417.7)
        3. Translation
            a. By person (418.022)
            b. By machine (418.028)
        4. Spelling and pronunciation (421.52)
            a. Standard American pronunciation (421.54)
            b. Standard English pronunciation (421.55)
        5. Etymology/Foreign elements (422.4)
        6. Standard English usage (Applied linguistics):
            a. Translating and interpreting from other languages (428.02)
            b. Audio-lingual approach for those whose native language is not English (428.34)
            c. Remedial reading (428.42)
            d. Developmental reading (428.43)
            e. Remedial readers (428.62)

400

III. B. Relocations/vacated notations

1. Universal languages (401.3) [408.9]
2. Linguistics/Indo-European languages (comprehensive works) (411-418) [491]
    a. Notations (Alphabets and ideographs)/Hieroglyphics (411) [419.25]
    b. Phonology/Phonetic transcription (414) [411]
    c. Dialectology (417.2) [408.7]
    d. Usage (Applied linguistics)/Translation (418.02/.022/.028) [410]
3. Description and analysis of standard English (421-426)/Spelling (421.52) [421.4]
4. Lexicology (422-423)
    a. Dictionaries of abbreviations (423.1) [421.8]
    b. Dictionaries of synonyms, antonyms, homonyms (423.1) [424; 434; etc.]
5. Standard English usage (Applied linguistics) (428)
    a. Basic English (428) [428.25] (omitted)
    b. Synonyms, antonyms, homonyms (428; 438; etc.) [424; 434; etc.]
6. Germanic languages (comprehensive works) (430) [439]
7. Other Germanic languages (439)
    a. Old Low Germanic languages: Old Saxon (439.1) [439.4]
    b. Old Low Germanic languages: Old Frisian (439.1) [439.2]
8. Galician (Gallegan language) language (469.794) [469.9]
9. Classical revival (medieval modern) Latin (478) [479.3]
10. Classical languages (480) [498.1]
11. Other languages
    a. Prakrits (491.3-491.4)/Assamese (491.45) [491.49]
    b. South Slavic languages (491.81-491.84)/Serbo-Croatian (491.82) Croatian [491.83]
    c. Baltic languages (491.91-491.93)/Armenian (491.992) [491.54]
    d. Afro-Asian languages (492-493)
        (1) Biblical Aramaic (492.29), including Samaritan [492.5]
        (2) Hamitic/Chad family 9 (493.7), including Kanuri [496.4]
    e. Asian and related languages (494-495)
        (1) Dravidian languages (494.8)
            (a) Dravida group (494.81), including Kota [494.821], Toda [494.822], Kurukh (Orâon) [494.826]
            (b) Andhra group (494.82)/Telugu (494.827) [494.813]
        (2) Tibeto-Burman languages (495.4)
            (a) Other, including Himalayan dialects (495.49)
            (b) Nonstandard Burmese, including Assamese dialects of Burmese (495.87) [495.5]

400

- III. B. 11. f. African languages (496)
  - (1) Macro-Khoisan family, including Bushman languages (496.1) [496.2]
  - (2) Niger-Congo family, including Ewe and Mende (496.3) [496.4]
  - (3) Commercial languages (496.9)/Swahili (496.92) [496.3]
  - g. Austronesian and other languages (499)/Australian languages (499.15) [499.6]

- IV. Synthesis of notation/subdivision/divide like
  - A. Notations for language (need for Language Table) (420-490)
    - 1. Indo-European languages (420-480)
    - 2. Other languages (490)

  - B. Bases of subdivision for language
    - 1. Standard subdivisions (410.01-410.09)
    - 2. Linguistics (411-418)

  - C. Bases of subdivision for specific languages based upon key language/English (420) and applicable to other languages (430-490)
    - 1. Standard subdivisions (420.01-420.09) vs. Standard subdivisions of English (420.1-420.9)
    - 2. Description and analysis of standard English (421-426)
      - a. Written and spoken codes (421.1-421.7)
      - b. Lexicology (422-423)
        - (1) Etymology (422-422.4) Foreign elements (422.4)--Divide like 430-490 (422.45 vs. 452.42)
        - (2) Dictionaries (423)/Bilingual (.3-.9) (453.2 vs. 423.5)
      - c. Structural system (425)
      - d. Prosody (426)
    - 3. Nonstandard English (427)
      - a. Period and other subdivisions (427.02; 427.09), varying for each language
      - b. Regional variations (427.1-427.9), varying with each language
        - (1) In England (427.1-.8)--Divide like area notations 421-428--
        - (2) In other places (427.9)--Add area notations 4-9 to 427.9
    - 4. Standard English usage (Applied linguistics) (428)
      - a. Spelling and pronunciation (428.1)
      - b. Expression (428.2-428.3)
        - (1) Structural approach (428.2) For those whose native language is not English (428.24)--Divide like 430-490 (428.245 vs. 458.242)
        - (2) Audio-lingual approach (428.3) For those whose native language is not English (428.34)--Divide like 430-490 (428.345 vs. 458.342)

400

IV. C. 4. c. Reading (428.4)
- d. Readers (428.6) For those whose native language is not English (428.64)--Divide like 430-490 (428.645 vs. 458.642)

D. Subdivision by
- 1. Language
  - a. Etymology (422.4)
  - b. Structural approach (428.24)
  - c. Audio-lingual approach (428.34)
  - d. Readers (428.64)
- 2. Period/Nonstandard English, etc. (427.02; etc.)
- 3. Area/Nonstandard English, etc. (427.1-.8)/Other (427.9+)

V. Reduction of notation/practical applications
- A. Omission of subdivisions
  - 1. By period (427.02; etc.)
  - 2. By language (428.24; 428.34; 428.64)
  - 3. By area (427.1; 427.8; 427.9+)

- B. Shorter notations for local emphasis; divide as instructed under 430-490, e.g.,
  - 1. Bengali (4BO) to precede 420
  - 2. Turkish (4TO) to precede 420

VI. Relative index: DDC:17
- A. Reference structure

- B. Lacunae
  - 1. Basic English
  - 2. Derivation
  - 3. Idioms
  - 4. Inscriptions
  - 5. Lexicology
  - 6. Picture language

LITERATURE (BELLES LETTRES) AND RHETORIC (800)

I. Subject integrity/hierarchical development
- A. Evaluations of:
  - 1. Relocations of subjects
  - 2. Centered headings/"drip" principle
  - 3. Additions of synthetic features
  - 4. Literatures of specific languages
  - 5. Treatment of biography

- B. Extension of notations for:
  - 1. Standard subdivisions
  - 2. Specific periods
  - 3. Specific features/kinds/qualities/elements/scopes, etc.

800

II. Headings/terminology/scope, inclusion, and/or instruction notes
    A. Headings (terminology difficult for students)
        1. History, description, critical appraisal, biographical treatment of literature (809)
        2. For and by persons having common characteristics (809.8)
        3. Miscellany (818)
        4. Literatures not requiring local emphasis (819)

    B. Scope, inclusion, and/or instruction notes
        1. Critical appraisal vs. criticism (801.95; 809)

In the 800's the terminology of centered headings poses a problem in differentiating between literary form and then author. Part of this problem can be taken care of by subject headings rather than through classification. There is need of clearer definition of what is an anthology and what is a collection.

        2. Professional, technical, expository (rhetoric) (808.066)
        3. Collections and anthologies of literature (808.8 vs. 809)
        4. Collections and anthologies of literature/Drama/Displaying specific features--Divide like 808.801-808.803 (Drama about Lincoln 808.82927)
        5. Other literatures--Divide as instructed in paragraph under 820-890
        6. Scope of inclusive headings vs. scope of subdivisions (Of Germanic languages: 830 vs. 830.1-.9; East Slavic languages: 891.7 vs. 891.701-891.784, etc.)

III. Expansions/relocations/vacated notations
    A. Expansions of notations
        1. Rhetoric, collections, anthologies (808.001-808.709; 808.8001-808.8999)
        2. History, description, critical appraisal, biographical treatment of literature (809.01-809.935)
        3. Literature of specific languages based upon expansions and "divide like" directions in 810-819

    B. Relocations/vacated notations
        1. School plays (808.825?) [371.895]
        2. Anecdotes of the law (808.888?) [340.9]
        3. Miscellany about literature/Techniques (808.001-808.709) [802.8]
        4. Rhetoric (Composition) General considerations (808.02-808.06)
            a. Authorship and editorial techniques (808.02) [029.6]; Preparation of theses (808.02) [378.242]
            b. Composition/Professional, technical, expository (808.066)
                (1) News and editorial writing (808.06607043) [070.43]
                (2) Business writing (808.06665174) [651.74]

800

- III. B. 4. b. (3) Script writing for motion pictures (808.066791432) [791.432]
        - (4) Script writing for radio (808.066791442) [791.442]
        - (5) Script writing for television (808.066791452) [791.452]
        - (6) Writing biography (808.06692) [920.002]
    - 5. History, description, critical appraisal, biographical treatment of literature/Essays and lectures (809) [804]
    - 6. Literature of artificial languages (899) [808.9]

- IV. Synthesis of notation/subdivision/divide like
    - A. Bases of subdivision for each literature (American literature)
        - 1. Standard subdivisions (810.1-.7)
        - 2. Collections and anthologies by more than one author (810.8)
            - a. From specific periods (810.8001-.8005)--Divide like 810.9001-810.9005
            - b. Displaying specific features (810.801-810.803)--Divide like 808.801-808.803
            - c. For and by persons having common characteristics (810.809)--Divide like 810.801-810.803
            - d. Of specific regions (810.8091)--Add area notation 1 to 810.809
            - e. Of specific classes (810.8092)
                - (1) Specific occupations (810.809201-810.809279)--Divide like 920.1-927.9
                - (2) Specific age groups and sexes (810.80928)--Divide like 808.89928
            - f. Resident in specific countries and localities (810.8097-810.8098) Add area notations 7-8 to 810.809
            - g. Resident in Hawaii (810.8099)
        - 3. History, description, critical appraisal, biographical treatment (810.9)
            - a. Specific periods of U.S. literature (810.9001-810.90054)/Canadian
            - b. Further subdivisions (810.91-810.999) based upon patterns in 810.801-810.8099

    - B. Bases of subdivision for specific literary forms (American drama)
        - 1. Standard subdivisions: .001-.009 (812.001-812.009)
            - a. Collections and anthologies by more than one author/Specific features: .00801-.00803--Divide like 808.801-808.803)812.00801-812.00803)
            - b. History, description, critical appraisal, biographical treatment/Specific features: .0091-.0093--Divide like 808.801-808.803 (812.0091-812.0093)
        - 2. Specific kinds, varying according to literary form (.02-.05)--Divide like 808.822-808.825 (812.057)

IV. B. 3. Specific periods: .1-.5--Divide like 810.9001-810.9005 (using secondary sequence device)
- a. Standard subdivisions: 01-09 (812.5409)
- b. Without further subdivision for individual authors (812.54)
- c. Collections, anthologies, etc./History, description, etc.--Divide 08-09 like 811.008-811.009 (812.540803; 812.54093)

C. Demonstration of subdivisions for one specific literary form

American drama:	812
Collections:	812.008
Collections about persons:	812.008027
Collections of American religious drama:	812.00803
History, description, critical appraisal:	812.009
History, description, critical appraisal of plots:	812.00924
History, description, critical appraisal of American religious drama:	812.0093
Radio plays:	812.02
Tragedies:	812.051
Twentieth century (1900-1945):	812.52
Collections (1900-1945):	812.5208
Collections of American religious drama (1900-1945):	812.520803
History, description, critical appraisal (1900-1945):	812.5209
History, description, critical appraisal of American religious drama (1900-1945):	812.52093

D. Treatment of biography (alternatives)
- 1. Collective
  - a. History, description, critical appraisal, biographical treatment of literature (809.8+)
  - b. Literature of specific languages (810.9+; 820.9+; etc.)
  - c. Specific forms (811.009 vs. 811.1-.5 + 09; etc.)
- 2. Individual
  - a. Specific forms
    - (1) Under each literary form (811; 821; etc.)
    - (2) Under specific periods (811.54; 821.914; etc.)
  - b. Miscellany in literature of specific languages (818.009; 828.009; etc. vs. 818.5409; 828.91409; etc.)
  - c. Literature not requiring local emphasis (819); (828.99; etc.)

E. Analogous treatment for other literatures of specific languages

V. Reduction of notation/practical applications
   A. Omission of multi-dimensional facets (expanded subdivisions under basic notation)
      1. Collections and anthologies of literature
         a. Specific features/qualities/elements (808.801-808.803)
         b. Specific kinds/features/etc., varying with the form (808.812-808.819)
         c. For and by persons having common characteristics (808.89-808.8999)
      2. History, description, critical appraisal, biographical treatment of literature
         a. Of specific periods (809.01-809.04)
         b. For and by persons having common characteristics (809.8-809.899)
         c. Displaying specific features (809.9-809.935)

   B. General pattern recommended for literature of specific languages
      1. Literature of language
      2. Literary form
      3. Author subarrangement
      4. Shakespeare table
      5. Collected works with predominant literary form
      6. Biography and criticism with predominant literary form

   C. Evaluation of notation/expanded vs. abbreviated
      1. DDC numbers on LC cards
      2. Functional modifications within library systems

VI. Relative index/DDC:17
   A. Limited access:
      1. Literary terms for individual literatures and literary forms
      2. References to another term rather than to schedule (Flemish, see Germanic/languages not literatures)

   B. Lacunae
      1. Critical appraisal/criticism
      2. Young people--no subdivision for collections of literary writings of adolescents (808.899283)

IV

PROBLEMS ASSOCIATED WITH PRESENTING AND TEACHING THE SCHEDULES: PHILOSOPHY (100); RELIGION (200); AND THE FINE ARTS (700)

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Library users do not understand long numbers. A survey made of the faculty of Richmond Theological showed lack of understanding of the philosophy of classification, distrust of catalogers and classifiers, and desire for a location device which would group their desired books together in one place.

I will illustrate problems in some of these areas from the viewpoint of teaching in the following presentation.

I. General Teaching Approaches to These Sections
  A. Beginning Course in Technical Services
    1. Class presentation and discussion of major subdivisions
    2. Limited practice work related to certain topics
      a. History of philosophy
      b. Psychology
      c. Bible versions and commentaries
      d. History of religion
      e. Non-Christian religions
      f. History of art
      g. Collective biography of artists
      h. History of music
      i. Sports rules

  B. Advanced Cataloging and Classification Course
    1. Detailed comparison of Dewey with Library of Congress classification and other schemes in certain areas of interest to students (philosophy, religion, music, and art frequently chosen)
    2. Use of examples from the university collection to illustrate difficult classification problems

  C. Seminar in Theological Librarianship
    1. Consideration of basic organizational problems in a specialized religion collection
    2. Detailed comparison of religion classification (Dewey, LC, Union Theological Seminary)
    3. Practice work in all three classifications, using "problem" books

II. Problems Common to the 100, 200, and 700 Classes in Dewey

Students are not very familiar with the fields of philosophy (100) and religion (200). This also is true to some extent of fine arts (700).

- A. These Fields Not Well Known by Typical Library Science Student

- B. The "Professional" Approach to These Fields Not Uniformly Reflected in the Tables

- C. Troublesome Problems of Overlapping
  1. Philosophy and religion
  2. Church and music
  3. Church and art
  4. Philosophy and aesthetics

- D. Peculiar Juxtaposition of Certain Topics
  1. Psychology with philosophy
  2. Recreation with the arts
  3. Christian religion and natural religion

- E. Universality of Fields Covered, Making Geographical Subdivision of Little Value

III. Class 100

- A. Basic Difficulties
  1. Partitioning of philosophy by psychology
  2. Inadequate development of many philosophical topics

- B. Special Problems
  1. Overlapping of "Knowledge, cause, purpose, man" (a catch-all class: 120-129) with 153 and with the 230's (mental processes and theology)
  2. Odd grouping of parapsychology with occultism (133)
  3. Overlapping of "Specific philosophical viewpoints" (140-149) with "Historical and geographical treatment of philosophy" (180-199)
  4. "Semantics" (149.94) tacked on--no development of linguistic analysis as branch of philosophy
  5. "Existentialism" (142.7) poorly placed
  6. Development of "logic" (160-169) too gross
  7. Ethics hard to categorize apart from related philosophical system (Utilitarianism in 144.6 and 171.5) and it splits with the 300's
  8. Family and political ethics (173 and 172) also in 360's
  9. Individual philosophers "buried" in 180-199. The question arises of where to put an individual philosopher, e.g., Kant, Bergson. His work would go in 140, but discussion in 180, while students would expect to find them together. The approach centers around key figures.
  10. Confusion engendered by "scope note" in relation to "Modern Western philosophy" (190-199). It is not clear, and the geographical division is not very useful.

IV. Class 200
  A. Basic Difficulties
    1. Professional versus academic approach to the subject of religion
    2. Disproportionate amount of space accorded Christianity, especially Protestantism

  B. Special Problems
    1. Religion (general) and natural religion (200-219). There is no easy flow--natural, Christian, non-Christian.
      a. Overlapping of psychological aspects of religion (200.19) with the occult (130's)--e.g., the new religion based on LSD
      b. Separation of Christian education in the schools (207) from Christian education in the church (268) and overlapping with general education (370's)
      c. Difficulty of separating "religion" from "the church" (209 vs. 270's)
      d. Little place for primitive religions as such (cp. 210 with 291.211)
      e. Hard to separate natural religion (210-219) from metaphysics and epistemology (110-129)
      f. "Theodicy" (214) closely related to "Good and evil" (216)
      g. "Science and religion" a catch-all category (215)

      The material about Calvin is scattered rather than gathered in one place. In both philosophy and religion a definite Western bias is evident and the approach to religion is academic rather than practical.
    2. Bible, doctrinal theology, moral theology (220-249)

      The student expects versions and commentaries in one place. Terminology poses problems for students. The 17th edition dropped cross references between religion and philosophy, and they are missed.
      a. Hard to separate texts of Bible from commentaries in 220's
      b. Placement of Old Testament Apocrypha awkward for Catholics, though option provided (229 vs. 222)
      c. Location of biblical theology hard to ascertain
      d. Christian biography an enigma (biblical characters in 220's but Jesus, Mary, Joseph, John the Baptist in 232; others in 922)
      e. Overlapping of doctrinal theology (230's) with Christian history (270's) and with denominational history (280's)
      f. Confusion of "apologetics" with "doctrine" possible (239)
      g. Moral and devotional theology (personal - 240's) not normally separated from corporate worship materials (264)
      h. Evangelistic writings better parceled out to other areas (e.g., missions, denominational history, etc.) rather than placed in 243

        i. Overlapping of Christian music, art, and architecture with general music, art, and architecture (245-246 vs. 700's)--split of hymnals with and without music very awkward
        j. "Mysticism" not placed with integrity (split among philosophy, heresies, comparative religion, as well as in 248.22 which is not indexed)
    3. Practical theology (250-269)
        a. Sermons in 252.01-.09 better arranged by author
        b. "Church buildings" (254.7) also in 246.9 and 726
        c. Ecumenical movement not adequately treated (262.001 too general). Fragmentation is a problem.
        d. "Church law" for non-Roman communions and denominations better classed with denominational history (262.98 vs. 280's)
        e. Worship and liturgical materials of "other denomations" (not Catholic or Episcopal) not afforded adequate treatment in 264.04-.09
        f. Dual approach to missions (by geographical location and by denomination) now more difficult in 266--no clear instruction about how to handle joint or interdenominational missions
        g. Religious associations (267) really a part of religious education (268)
        h. No clear provision for theology or psychology of religious education in 268
    4. History, denomination history, non-Christian religions (270-299)
        a. Period divisions in church history very broad (270.1-.82)
        b. "Religious congregations and orders" (271) not really a part of church history
        c. "Persecutions" (272) better classed with period
        d. Conflict of church history by locality (274-279) with history by period (270) and history by denomination (280's)
        e. Location of smaller Christian denominations and sects not always clear in 280's (e.g., where place Presbyterian Church in the Confederate States of America?)
        f. Use of general "Comparative religion" section (291) not always precisely defined in relation to contemporary literature which often studies certain related types in depth
        g. Placement of Judaism in conjunction with Christianity desirable (cp. 220-221 with 296)

V. Class 700

The 700's are fragmented badly and there is much overlapping. The problem in the music section is that it is oriented toward the performer, e.g., violin, etc. In the area of drama, students want to place material in 792 when it belongs in the 800's--but students are not convinced of this fact.

A. Basic Difficulties
    1. Mixture of topics covered (fine arts, landscaping, architecture, crafts, graphics, photography, recreation)
    2. Peculiar order of topical arrangement.

B. Special Problems
  1. The arts (700-709)
    a. "Persons occupied with art . . ." (704) versus biographical treatment of artists (by period or place - 709)
    b. Religious art (704.9484-.9487) also handled in 246
  2. Civic and landscape art, architecture (710-729)
    a. Landscaping (712) more logically placed with agriculture
    b. Architectural "schools" and outstanding architects not clearly located
    c. Placement of "architectural construction" (721) awkward (cp. 725-728)
  3. Sculpture, plastic arts, drawing, crafts (730-749)
    a. Sculpture commonly grouped with painting
    b. Numismatics (737) not an art
    c. Ceramic and metal "arts" (738-739) closely related to crafts (745)
    d. Technical drawing (744) normally associated with engineering
  4. Painting (750-759)
    a. Several principles of division (subject, period, area)
    b. Nationality of painter versus "history" of his style
    c. Dispersion of artists working in multiple media
  5. Graphic arts and photography (760-779)
    a. Closely related to technology and book arts
    b. Philately (769.56) better placed with recreation (as hobby?)
    c. Photographic processes related to chemistry and technology
    d. No obvious provision for electrostatic photography (e.g., xerography)
  6. Music (780-789)
    a. Oriented toward the performer rather than musicologist or historian
    b. Troublesome overlapping of categories ("Theater music," 782.8, versus "Music for small ensembles," 785.4; "Oratorios," 783.3, versus "Complete choral works," 784.2)
    c. Incomplete treatment of works for early and primitive instruments
    d. Combination of "study and teaching" with music scores for various instruments
  7. Recreation (790-799)
    a. Public entertainment and theater out of place here
    b. Playscripts in 792 but drama in 800's
    c. No clear place for "hobbies" as part of recreation

V

PROBLEMS ASSOCIATED WITH PRESENTING AND TEACHING THE SCHEDULES; SOCIAL SCIENCE (300) AND HISTORY (900)

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Introduction

In preparing the write this paper I discovered that my most difficult task lay in distinguishing between teaching problems that are peculiar to the two classes assigned to me and those that arise because of features that are inherent in the DC scheme itself or have been introduced in the 17th edition and seem to be particularly noticeable in these two classes. I am not sure yet that it is possible to isolate them in the discussion, but I shall try to avoid bringing up problems that are due to established forms and features of DC, except when necessary for purposes of comparison and in relation to a specific teaching problem. However, I shall attempt to deal with the new features that are general throughout the 17th edition and that present teaching problems in the 300 and 900 classes.

I shall discuss the general features first and then mention specific problems in relation to notation, terms, content, instructions for use, subdivisions, and other items in the schedules, following the order of the scheme.

Most problems were mentioned earlier in the discussion. Base numbers for adding notation from area tables are a problem and directions need to be clarified. However, they are less of a problem for students than the "divide like" instructions.

Problems Related to General Features Introduced in the 17th Edition

Centered headings: This appears to be a good idea but in practice it makes the tables more difficult to read and obscures the hierarchy of classes because of changing positions in relation to the margins. Recommendation: Use only the appropriate heading, without notation, at the proper marginal position, as LC does; or, reduce the number of centered headings (i.e., use them for four or more topics) and observe hierarchical location rather than placing them in the center of the page.

Standard subdivisions: Again, a good idea; but by pushing them forward and forcing the increased use of zeros in their notation, most of the convenience of the device is lost.
Recommendation: Keep standard subdivisions at the simplest notation at the top of the class and stop pre-empting their notation for subject classes.

Determining base numbers for adding notation from area tables: Frequently, when a block consisting of several sections is to be divided according to the area table (e.g., 314-319) the area number is repeated in the main schedule. Even the accompanying examples do not eliminate confusion in the student's mind occasioned by the duplication of numbers. The editor's introduction (p. 55) refers to a "base number" but there is no statement about the possibility of having a base number that contains more than the base. The statement "now he simply adds the area number ... to the base named ..." is rarely true in the 300 and 900 classes.
Recommendation: At points where this occurs, use some other way of indicating notation, such as: 31-- plus area notation --4 to --9, and give an example.

Reduction in number and content of scope notes and references: This unfortunate change of policy is noticeable throughout the 300 class. In one or two instances (338) scope notes for the main section are improved, but scope notes for sub-sections are reduced.
Recommendation: Restore scope notes to the level of the 16th edition.

Increase in the number of instructions to "divide like" other expansions: This is occasionally helpful but more often it simply appears to encourage the use of long class numbers.
Recommendation: Return to policy of the 15th edition in keeping numbers to three or four places beyond decimal point; or suggest alphabetical subdivision by topic, etc., with Cutter numbers of one digit.

Breaking up topics in favor of "classification by discipline."
Example: 326, Slavery.
Recommendation: Reverse this policy in favor of bringing subjects together and suggest "discipline" classification as optional for special libraries.

Special Problems Related to Specific Class Notation Terminology, Content, Arrangement, etc., Presented in Classification Order

300 Social Sciences

301-309 General considerations: This is a meaningless heading and a misleading one. The section actually classifies only two topics, each one more specific than general. Seven of the nine sections are not assigned.
Recommendation: Eliminate this centered heading.

301 Scope notes: We miss the generous scope notes of the 16th edition. Those in the 17th are insufficient for non-sociology majors.
Recommendation: Restore to the level of the 16h edition.

310 Statistical method and statistics: The special instruction for use of standard subdivisions causes confusion. It is too close to a second instruction to use .1-.9 for standard subdivisions for Statistics. This, in turn, seems poor since 311, Statistical method, intervenes between .1-.9 and 312-319, Statistics.
Recommendation: Restore the heading from the 16th edition. The meaning is virtually the same. The present arrangement is a distinction without a difference. The heading, Statistics, would "cover or govern all subordinate topics" in 310-319.

312-319 Statistics: There is no number for general statistical compilations and yearbooks, such as LC's AY division.
Recommendation: Use 313 for general statistical compilations and yearbooks.

314-319 General statistics by continent, country, etc.: Directions for use of the area tables are confusing because the area number is given here and also in the area table. No matter what the instructions and examples, the repeated area number must be explained to students.
Recommendation: Explain that the area number is repeated here, or else indicate the notation in a different way; such as, 31- (the third and subsequent digits to be completed from the area table).

320 Political science: The class is incomplete and lacks a reasonable and useful order; it is necessary to explain that some of the missing topics are in 350 and some in 340, both separated from 320 by notation.

326 Slavery and emancipation: The section has been decimated by scattering, with apparent disregard for the literature. Even worse, some of the relocations border on the ridiculous.

Recommendation: Restore this topic to the state of the 16th edition, or relocate it in a class for social groups or classes.

330 Economics: The class is incomplete and lacks a reasonable and useful order.

333.7 vs. 339.49 Conservation of natural resources vs. Conservation of national resources: Librarians have complained for years about the lack of a general number for Conservation, and DC has moved from one to the other of these numbers in alternate editions until the last two, in which a division of the topic seems to be preferred.

Recommendation: Settle on one, announce it as the general number, and stick with it.

340 Law: Teaching problems originate in DC's original idea for the classification of legal materials and presumably may be simplified or eliminated when the class is renovated, later on.

342-349 Municipal (Internal) Law: Here the word municipal is used in a secondary and unfamiliar sense and is, therefore, confusing. Why bring it up? The centered heading is not needed. The juxtaposition of the words municipal and constitutional is unfortunate.

Recommendation: Eliminate this centered heading.

342 Constitutional law: This number is specifically assigned in the 16th edition (mistakenly so, in my opinion) to include comparative government, civics, etc., as well as constitutional history. In the 17th edition no mention is made of the inclusion of these topics and the terminology indicates clearly that they are intended to be excluded, yet there is no notice of relocation. Civics is not law. What happened to "discipline classification" here? The index does not help.

Recommendation: Make a definite assignment of civics, comparative government, works describing the structure of federal government at some appropriate place, preferably 353.

350 Public Administration: Since this topic is theoretically a part of political science, its very existence creates a teaching problem. Sections 350-354 should have been included somehow in 320; and sections 355-359 are not really social sciences, no matter how they are labeled, and would be better located in the 600's.

350-351 Elaborate system of subdivision: Using four zeros for standard subdivisions and three for the idea of the executive in government seems pointless, since the latter is virtually duplicated at 351. The result is notation of exaggerated length, but serving no useful purpose.

Recommendation: Restore use of 01-09 for standard subdivisions and use 351 for works on the executive in government. Now, students must be cautioned about using long notation, crowded with (to them) meaningless zeros.

353 Omission of provision for general description of government: Does this section include comparative government and descriptive works on the structure of federal government which the 15th edition placed in 320.9 and the 16th placed in 342, but now ignores? Its terminology indicates it is to be used only for works on the executive branch of government.

Recommendation: Extend scope note to include the literature on civics and comparative government. They are neither political theory nor law, but public administration and are better placed here than in 320.9 or 342. Literary warrant demands provision for this topic in a reasonable location.

360 Welfare and association: The class is not made more specific by adding the word association to the title. It is amorphous and this apparent mésalliance puzzles students. The probability of use of standard subdivisions for such a mixed bag seems remote and the instruction to use them is unnecessary.

Recommendation: Use Welfare as a heading. It will include both public welfare and mutual welfare, which is the coverage of the division.

363 Other services: This is a relocation in this division and seems hard to justify. The inclusions are topics in public transportation and public schools. This is one of the immediately reused numbers--instead of waiting 25 years to reuse a vacated number.

Recommendation: Offer an optional location in the 350's for these topics.

368 Insurance: This is a teaching problem because it always has to be explained and this can be done only on historical grounds. Calling it association to spread risk is true

only of mutual benefit societies.
Recommendation: Offer an optional location in investment business.

370 Education: The chief problem in teaching the use of this class comes from the lack of logical or even helpful arrangement of sections--the interruption of the progression from elementary to higher education, by the placement of sections 374-377 in the midst of the group--and the baffling change of title of the 379 section. The subject is still public education and a long and awkward title does not make the section more specific.
Recommendation: Nothing can be done about the arrangement of 374-377. The title of 379 should be Public education.

380 Commerce: The chief thing that makes this class a problem is that is should be next to, or combined with, 330. One deplorable development in this class is the relocation in it of topics formerly in 326. The result of fragmentation of that topic, presumably in the lately discovered cause of "classification by discipline," is the creation of three incredible subclasses for slaves as primary products of trade (380.144), both domestic (381.44) and foreign (382.22). Another problem of teaching the 380's is the exact duplication of terminology for subdivision 380.1 and the centered heading for sections 381-382.
Recommendation: Restore 326 to 16th edition form; eliminate centered heading for 381-382. (DISCUSSION: Wesley Simonton said that the faceted classification people start from literary warrant.)

390 Customs and folklore: I have not found any particular problems in teaching this division. Students must be cautioned about the use of 398.2--to refrain from using it for works retold or simplified for children.

900 History

900 General geography and history and related topics: A meaningless title, therefore instructions to subdivide it are equally meaningless. Students, seeing such a topic and a notation for standard subdivisions for it, think they are expected to use all the numbers. Such unrealistic topics and instructions create problems for the teacher.
Recommendation: Avoid rambling generalities in titles and avoid suggesting subdivisions unless literary warrant supports the suggestion.

909 World history: The content of this section does not include ancient world history; it is only modern world history.
Recommendation: Restore the former title, "Modern world history."

910 General geography: This division suffers from lack of identity. The editors have wavered between Geography and Description and travel since the 14th edition. The titles of this division in the 15th and 16th editions were definite and clear in meaning, at least, but in the 17th edition the title is made enigmatic by a scope note that greatly complicates the issue. "Traveler's observation of the earth" means firsthand accounts, obviously, but to equate this with physical geography, which is what the parenthetical term means to me, is simply a view of geography that I have never encountered before. The scope note is infinitely deceptive and I am not able to explain it to my students.

Recommendation: Use this whole division for physical and economic and cultural geography. Leave travel out of it. I am worried about this mixture of geography and travel.

910.001-910.009 Standard subdivisions: The recurrent instruction to use standard subdivision notation with an extra zero has the usual deleterious effect here. Dictionaries of geography, of which there are many, will be classed 910.003, and dictionaries of travel practically nonexistent, will be 910.3.

Recommendation: Cancel instruction to use .001-.009 and use .2-.3 and .5-.9 for standard subdivisions for geography.

910.2-910.3 Miscellany and dictionaries, encyclopedias, concordances of travel: If the 910 division is intended to include the voluminous literature of travel it should be so indicated in the title. The oblique reference in the scope note to "traveler's observation of the earth" is hardly a substitute for a title that includes travel literature in its meaning. The first indication that travel is intended to be covered by the 910-919 notation appears in the rubric for this subdivision which mentions a form of subjust literature that simply does not exist. Students are completely baffled. All notation up to this point refers to geography and here, at 910.2-.3, the characteristic of classification is changed without warning and the subject becomes travel. And yet the useful slot for world-wide travel guides is canceled.

Recommendation: If the division includes general works on description and travel, say so by restoring the title of edition 16 to the 910 division. And make a place for world travel guides, which don't seem to fit in 910.4.

910.5-910.9 Other standard subdivisions of travel: Under ordinary circumstances, it would not even be necessary to print this notation, for an instruction to use standard subdivisions would suffice. But because of the indecisive title of the division, these subdivisions are specified, and a

good job they are, as the English would say. For here, buried in the fine print, do we see for the first and last time the instruction to class travel in specific places in sections 913-919.
Recommendation: Use these .5-.9 subdivisions for all the 910 division; print the instruction for classifying travel in the scope note under 913-919 where it belongs and in the title of the group or "centered" heading. Without such aids, travel literature will be most difficult to classify for the index is no help in locating the numbers.

913 Geography of ancient world: Students have found this number confusing, especially 913.03 as compared with 937, for a work like Johnston's Private life of the Romans.
Recommendations: Eliminate .03 subdivision for Man and his civilization from these divisions and keep 910 and its parts for geography, physical and economic, and 930-999 for cultural, social and political aspects of man's life on earth.

914-919 Geography of modern world: The instructions to add area notations and then further notation for standard subdivisions and then a third set of subdivisions worked out for the 910 division, is too much for students to take in. I, myself, find the tendency to proliferate notation in this way absolutely deplorable, and I advise the students to avoid such number building. Inquiries among libraries in the area using DC reveal that not one of them employs the special geography expansion, except one which adopted 04 for guide books, and they stated that they had no use for such subdivisions.
Recommendation: Cancel the geography subdivisions except for use under 910.

917 and 918 North America: The examples given for Southern home life, 917.5037; and 20th century civilization in Brazil, 918.1036, can be analyzed if one has time and patience, but such complicated examples should not even be suggested. The impression given in the first example, surely an erroneous one, is that there has been no home life in the South since the administration of Abraham Lincoln.
Recommendation: Explain the examples when the source of notation is not obvious or involves consulting three different locations, as this one does. Better yet, don't use such examples.

920 Biography: There are no problems in teaching this division that I am aware of. Obviously students must be taught to use the 929 section, but they are taught and encouraged to place all other biography, collected and individual, with the subject if it is at all possible.

930-999 Geographical treatment of general history: This is an awkward title and, if taken literally, is an inaccurate one. Recommendation: Use the scope note as title of this group. It is clearer in meaning.

930-990 Geographical treatment of general history: This heading is referred to by a footnote at the bottom of nearly every page in the 930-990 divisions. I concur with the instruction to use area tables, but I find the instructions for further subdivision by standard subdivisions and region not only a recurring and specific nuisance in teaching, but inimical to the whole problem of teaching classification policies for libraries. The purpose of classifying is to produce "classes" and not an endless array of individuals. I am convinced that the DC office is doing its clientele a great disservice in pursuing a policy of offering more and more complex and ever lengthening notation with each new edition.

If its purpose in doing this is to make itself more appealing or more useful to large libraries, I can only suggest that it is misguided effort. The small and medium-sized libraries and the great public libraries that can and should use DC will profit much more from a policy that will lead to the development of a compact and simple classification scheme--a scheme whose notation responds to the growth of literature, and which keeps the bulk of materials in any class in the shorter classification numbers. If the only way to do this is to move back toward the pattern set by the 15th edition, then that is what I should like to see done. The 15th may have overdone its assignment to simplify, but I think the 17th edition is overdone in the opposite direction. Surely there is some happy meeting place between the two.

Two general needs throughout the schedules are clarification of instructions and cutting down on the number of referrals.

VI

PROBLEMS ASSOCIATED WITH PRESENTING AND TEACHING THE SCHEDULES: SCIENCE (500) AND TECHNOLOGY (600)

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Western Reserve begins teaching Dewey with the 500's and 600's. (DISCUSSION: Maurice Tauber said that Columbia begins with the humanities. Many schools begin with the 900's, since they permeate the scheme.) Dewey is a subject classification and the 500's and 600's illustrate this. They also are good because Western Reserve begins teaching subject headings immediately and the 500's and 600's have terms. They also use a mnemonic arrangement.

The 17th edition pulls facets of library science out of the specific field and puts them in broader fields, e.g., management--library management has been put in 658 with general management. The idea of doing this is to arrange material by discipline. Publishing is put in 655.4, using a standard subdivision. There is much use of "divide like," e.g., 610.

One problem in the 17th edition is that numbers have been vacated with no references to a new location. In the 500's, students found provisions just as good as and sometimes better than LC. The 500's are more logical, rather than alphabetical, and parts, e.g., life sciences are more up-to-date. In general, directions need clarification. "Divide with" means add to base number. The next edition should give more, and correct, examples. Comprehensive numbers have been omitted in the 17th, but they will be restored in the 18th edition.

I. Background
   A. Relation of this subject (Classification in Science and Technology) to the total program.

      This subject is part of the required course in Organization and Cataloging of Library Collections (3 cr. hrs.). As presently taught (1st semester, 1966-67) the course covers the following major topics:

      1. Descriptive cataloging: Study of the ALA and LC codes for entry and description,
      2. Classification: Consideration of the DD and LC classification schemes, and
      3. Subject cataloging: Practice in using the Sears and LC lists of subject headings.

This course is based on Foundations of Library Science (6 cr. hrs.) in which the student is introduced to these three major topics. In classification, for example, there is consideration of what classification is, its applications in bibliographic and library work, a brief historical survey of classification schemes, and general introduction to DDC and LC.

B. Relation of this subject (Classification in Science and Technology) to the course in which it is taught.

Only three or four class hours are devoted to this subject. This results in a very summary treatment and does not allow for any detailed study. The 500's and 600's are the first classes studied. The reasons for beginning with these are:

1. These two classes serve as good examples of
   a. A systematic, fairly predictable arrangement of subjects (500), and
   b. A heterogeneous, unpredictable arrangement (600)
   c. In these two classes, subject is more important than place or form, as in the 900's, 400's or 800's.
2. These classes point up the problems presented by "integrity of numbers vs. keeping pace with knowledge"--the need to provide for new subjects--the merging of traditionally separate disciplines.
3. The subject headings in these two classes use, for the most part, common terms, as opposed to place names and national adjectives, and make a good starting point in subject cataloging. Since an effort is made to coordinate the two forms of subject analysis (classification and subject headings) it has worked out well to begin classification with science and technology.
4. There are few sci-tech majors in the course (about 20% of the group) but there is general interest in many of the subjects involved since they are current, lively, challenging. Most of the class (the instructor included) approach these subjects without a specialist's knowledge, and the few chemistry, math, biology, etc., majors contribute an informed point of view.

II. Classification in Science
General considerations (shades of Dewey 17!)

A. What are the sciences? What is meant by such terms as "natural," "pure," "physical"? For example, are Physiology, Anthropology, Ethnology, "pure" sciences?

B. Should theory be separated from application? Is it represented this way in the literature?

C. How relate new subjects to an established scheme? How express new disciplines that are a merging of traditionally separated disciplines?

III. Classification in Technology
   A. Begin with similar general questions, e.g., What are we talking about when we say "Technology"? Technical know-how? How to do it? Practical application of theoretical knowledge?

   B. How to arrange materials? Should we follow theory of a subject with its applications or if we assemble all theory first, should a separate grouping of all application follow in a similar sequence? Under what circumstances would certain types of arrangement be preferable?

IV. What does Dewey do?
   A. In the 500's includes disciplines traditionally considered pure science and presents them in a systematic, recognizable, predictable (if classical) order, i.e.,
      1. The inanimate, or physical sciences,
      2. The animate, or life sciences.

   B. In the 600's includes applications (for the most part) of the "pure" sciences presented in an unpredictable disarray of "disciplines" and/or subjects. The result is an arbitrary arrangement of a heterogeneous mass.
      1. The class 610 is useful as an example of the application of "characteristics of division," and as a good illustration of the reason for many special schemes.
      2. All of 600 is of course a marvelous illustration of
         a. The tremendous growth in technology and the resultant problems in organizing knowledge--note especially the 620's, 660-680's,
         b. The wide separation of subjects by discipline, i.e., engineering materials from their processing and their manufactured products, e.g., aluminum in 620, 669, 673.

V. The 17th Edition of Dewey
   A. General comments
   We use the 17th as the standard edition since we believe we should "keep pace with knowledge," and we try to point out its strengths as well as its weaknesses.

   My main query about the 17th is this: Why are the present editors so insistent on straightening out the inconsistencies in the generalia classes with double, triple, and quadruple zeroes, when
      1. There are so many basic arrangements in DDC that are not correct theoretically, and
      2. The scheme never claimed or aimed at theoretical perfection.

   Will this theoretical correctness be translated into arrangements improved so significantly as to justify the changes involved?

Other general observations:

1. The omission of cross references to "distributed relatives" is a loss to the teacher and to the student, especially in view of the inadequate index.
2. The introduction of additional centered headings and summaries is helpful. It would be even more helpful if the Third Summary (Sections) could precede each division.

B. Some specific observations

1. The provision for comprehensive works on Natural and Physical sciences at 500.1 and .2 is helpful, but I'm not sure that I like the new location for Natural History!
2. Instances where a number is no longer used, and there is no reference to its present disposition, e.g.,

549.8 Organic minerals (16th)

629.1334 Unidentified flying objects (UFO) (16th)
Including flying saucers. (From DC AND came this instruction: For flying saucers as transport vehicles see 629.4501.) There is nothing at the first number in the 17th.
At 629.45 Flight of manned vehicles
.4501 Projected accounts

N.B. There is nothing in Index under either Flying saucers or Unidentified flying objects.

631.1 Business management of farms (16th)
This is in 658 in the 17th, but you have to turn back to the general instruction at 630 to discover this.

3. Instances where classing by discipline might be a disservice, e.g., a library science library might prefer to keep materials in 020 rather than have an assorted group removed to the 650's. And Bookselling removed from 655.5 (formerly Publishing and Bookselling) to 658.8 - Marketing. And how do we express it there?

658.809 Marketing specific goods and services. Divide like 001-999.
Would we add the number for the book (001.552) or the number for publishing (655.5)? If the former, we have for Bookselling, 658.809001552.

4. Instances where a shift or an instruction raises the question of where to place comprehensive works, e.g.,

In the 17th, centered headings indicate the following eras:

551.72-551.75	Paleozoic era
551.76-551.77	Mesozoic era
551.78-551.79	Cenozoic era

Under each, the subsections designate specific periods, e.g.

551.72	Cambrian period
.73	Silurian period
.74	Devonian period
.75	Carboniferous and Permian periods

Where place comprehensive works on the entire Paleozoic era? The 16th made provision for this.

At 598 Reptiles and Birds (598.1 Reptiles, and 598.2 Birds)

In the Introduction (p. 33) the Editor suggests that you cut back to 598 for birds if you don't want to use the specific subdivisions for Birds because then when your collection warrants the specific subdivisions you won't want to change the 2 to a 3, 4, etc., but can add the appropriate number. This is true, but if you use 598 for Birds, what about comprehensive books on birds and reptiles--or aren't there any?

5. Instance of confusion over priority between general principles and standard subdivision, .01-.09 and .001-.009. Assume that .09 would be the correct number for geographical and regional treatment since the single zero takes precedence over the double. This confusion is at 582.16 Trees. (I believe this is a typographical error. Instruction should have read, standard subdivisions 001-008. I note it just for the record.)

6. In cases where there is a summary of the class and also a special pattern of arrangement to be followed at designated subdivisions within the class, it seems to me it would be clearer if the summary preceded the special instructions. See p. 680, Specific diseases, 616.1-616.9.

7. For the most part throughout the 500's and 600's the expansions seem good, well placed, clearly stated.
   a. The attempt to itemize general principles which can be used at section headings and again at subsections, etc., is theoretically sound.
   b. The improved provision, or new provision, for such subjects as biochemistry, biophysics, computers, data processing, executive management, public relations, systems engineering, etc., are most welcome.

VI. In conclusion

The problems associated with presenting and teaching classification in science and technology as represented in the 500 and 600 schedules of Dewey are inherent in the subjects themselves--with their diversity, constant growth in new knowledge, interrelationships, etc.--as well as in the provision for them in Dewey--a hierarchical, precoordinated enumeration of subjects. Added to these problems is that of the brief amount of time available to devote exclusively to this subject.

To illustrate the problems we use books from our practice collection and supplement the books with lists of subjects. Copies of the exercises assigned are attached to this outline.

APPENDIX

Examples

(500) and (600)

Lib. Sci. 537A

Problem in Classification. Due September 26.

Compare the Library of Congress and the Dewey Decimal classification in the following subjects. Use the indexes and the schedules to determine the classification numbers. Use either the 16th or 17th edition of Dewey and indicate which you have used. Give only those numbers which seem to provide for the bulk of the material on this subject--not all the special aspects.

	D.C.	L.C.
Bacteriology		
Dentistry		
Metallurgy		
Meteorology		
Mineralogy		
Nursing		
Paleontology		
Photography		
Physiology		
Shipbuilding		

Lib. Sci. 537A

Problem in Classification. Due September 29.

Indicate all the places to look for material on either A or B, according to the following viewpoints, in both the Dewey Decimal and the Library of Congress classification schemes.

A. Drugs

DDC	Viewpoint	LC
	Types	
	Manufacture	
	Testing - laboratory animals	
	- analysis	
	Uses - treatment	
	- methods of use	
	- actions	
	Abuse - addiction (personal hygiene)	
	- addiction (medical problem)	
	Control - quality	
	- traffic	
	Distribution - domestic	
	- international	

Do you find any other angles of approach to drugs?

List below.

Lib. Sci. 537A

Problem in Classification.

B. Jet Propulsion

DDC	Viewpoint	LC
	Fluid dynamics	
	Velocity	
	Aerodynamics	
	Airflow	
	Propulsion principles	
	Applications - air compressors	
	- aircraft	
	- engines	
	- pumps	
	- rockets	
	Fuels	

Do you find any other angles of approach to jet propulsion?

List below.

2

Lib. Sci. 537A

Problem in Classification, #3. Due October 6.

Classify according to L.C. and D.D.C. (16th or 17th ed.) one book from each group listed below. You may use any aids that you wish in classifying these titles, i.e., indexes, L.C. catalogs, subject headings lists, etc., but state the source for your number, check it in the appropriate schedules, and analyze it. If you make a choice between two possible numbers state why you chose the one you did. To hand in, list the titles with their L.C. classification numbers on one sheet, and with their D.D.C. numbers on another. Write your name on each sheet.

GROUP I
- Aluminum and its applications
- Coating and ink resins

GROUP II
- Flowers, a guide...
- Guide to the wild flowers...
- Pocket guide to Alaska trees

GROUP III
- Journal of researches into the geology and natural history of the various countries visited during the voyage of H.M.S. Beagle...

GROUP IV
- Makers of science
- Microbe hunters

GROUP V
- Proceedings of the First National Biophysics Conference

GROUP VI
- Origin of species...
- Statement on race

GROUP VII
- Reamur's Memoirs on steel and iron

GROUP VIII
- Recurrent dislocation of the shoulder
- Ultramicro methods for clinical laboratories

GROUP IX
- Stars, men and atoms

GROUP X
- The transuranium elements
- The Viking rocket story

The Classification of Literature in DDC

The order of application of "characteristics of division" in the Literature (800) class in Dewey is as follows:

Literature + Nationality + Literary form + Period

Literature is 8

Nationality is spelled out in the schedules and is sometimes represented by a single digit, and sometimes by several, e.g.,

2 - English
69 - Portuguese
917 - Russian
3982 - Norwegian

The notation for literary form is constant:

1 - poetry
2 - drama
3 - fiction
4 - essays
5 - speeches
6 - letters
7 - satire and humor
8 - miscellany

Examples:
English poetry - 821 (8 + 2 + 1)
Portuguese drama - 869.2 (8 + 69 + 2)
Russian fiction - 891.73 (8 + 917 + 3)
Norwegian essays - 839.824 (8 + 3982 + 4)

The notation to express period varies with each national literature and is spelled out in the schedules under each literature.

To show 19th century for each of the above, the notation would read:

821.8
869.23
891.733
839.8246

Individual authors are classified with the appropriate period under the literary form under their national literature. They are arranged alphabetically by author under their periods. With the individual author will be placed his separate works, selections from and collections of his works, works about him and about his works. The book number will differentiate these different kinds of works.

The treatment of classical literature (870, Latin; 880, Greek) presents some variations. Consult the schedules.

In the 17th edition, elaborate provision has been made to show "general considerations" and/or "special aspects," as well as to show period divisions in the generalia classes. Note especially the expansions at 808.8. This results in the "zero complex."

Summary of the use of zero:

1. In the generalia class for each national literature a single zero is used for standard subdivisions, e.g.,

   Standard subdivision for English literature, 820.1 - 820.7
   " " " Portuguese " 869.01 - 869.07

   Note that the subdivisions for collections (8) and for history and criticism (9) have a slightly altered meaning from the standard subdivisions 8 and 9, and their expansions have different meanings, i.e.,

   The subdivision for collections (8) may be subdivided by period, using 001 + or by special features, using 01 +

   The subdivision for history and criticism (9) may be subdivided by period, using 001 + or by special features, using 1 +

2. Under each national literary form use
   001 + for standard subdivisions
   01 + for special features
   1 + for periods

3. Under each period for each national literary form use
   01 + for standard subdivisions

4. In the generalia class (800)

   808.8 - Collections of literature, may be divided
   by period, using 001 +
   by special considerations, using 01 +

   808.81 - 808.87 - Collections of various literary forms, may be divided
   by period, using 01 +
   by special considerations, using 1 +

General Pattern for Arrangement of Material Under Each National Literature in LC

History and criticism
    Form divisions (periodicals, societies, etc.)
    General works
    General special
    By period
    Of particular literary forms, i.e., poetry, drama, prose, folk literature
        Each form divided by period

Collections
    General
    General special
    By period
    Of particular literary forms, i.e., poetry, drama, prose
        Each form divided by period

Individual authors
    By period (periods are usually centuries)
        Alphabetically by author within each period
        (Early periods usually include collections as well as works of individual authors)

Provincial, local, colonial (e.g., Spanish literature outside of Spain)

General arrangement for the works of one author

Collected works
    by date
    by editor
Translations (collected)
    by language
    by translator
Selections
    by date
    by editor
Individual works
    by title
    (with provision under each where necessary for translations, editions, criticism, etc., of the individual work)
Biography and criticism

Lib. Sci. 537

General Outline of History and Related Disciplines (900's) in Dewey

- History of civilization. Comprehensive
  - By period
- World History
  - By period

N.B. Not to be divided by place

- Historical geography. Maps, etc.
  - By place
- Archaeology. Antiquities, etc.
  - By place
- Description, geography, etc.
  - By place

May be further divided by period

- History of particular places
  - Ancient history
    - By place
  - Modern history (476 A.D.-)
    - By continent
      - By place - political or regional

Each further divided by period

Lib. Sci. 537

General Outline for Arrangement of Material Under Individual Countries in LC

Individual countries

1. Forms: periodicals, societies, sources, documents, collected writings (miscellaneous and general)

2. Related materials

    Description: topography, geography, description and travel, gazeteers, guidebooks (physical geography GB)

    Civilization and Culture: social life and customs, antiquities, ethnology, ethnography (sociological HN: economic HC)

    Collective Biography (individual biography with period): names included in schedules and index

3. History (1800)

    General (by date of publication, by language of text)

    General Special: military, naval, political, diplomatic. Works that are comprehensive in time but not in subject or aspect. If not comprehensive in time, i.e., if they relate to a special period, then class with period.

    By period (treatment under each period varies in fullness, sometimes repeating pattern of forms, related materials, general, general special...)

4. Local History: provinces, regions, districts, states, cities, etc., including again the above pattern: forms, related (descriptive) material, history.

Only when it has a more general bearing does a local event go with the general period or reign.

General Principles under Bible in Dewey

Summary

1. Origins and authenticity

2. Concordances and indexes

3. Dictionaries and encyclopedias

4. Original texts and early versions

5. Modern versions

6. Criticism and interpretation

7. Commentaries

8. Special subjects treated in Bible

9. Geography, history, chronology of Bible lands in Bible times

VII

TEACHING PROBLEMS ARISING FROM THE AVAILABILITY OF MULTIPLE EDITIONS OF DEWEY, ABRIDGED AND UNABRIDGED

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In preparing to teach the Dewey classification a number of questions must be answered; e.g., how many editions of Dewey should be taught? abridged and unabridged? a cursory knowledge, or comparative studies too? how much time is available for teaching classification? To answer some of these questions a survey was made of accredited library schools concerning editions taught, etc. One physical problem is the student burden of carrying Dewey (and Sears) to class. Concerning use of the abridged edition, practice varies, and one school--Indiana--reported using it to teach Dewey. (DISCUSSION: Doralyn Hickey said that North Carolina teaches the abridged and introduces the unabridged. Katharine Ball asked if there were any statistics on the number of professional librarians who are classifying from the 9th abridged edition. No one knew of any such statistics.) The abridged edition is satisfactory for provision of shelf location of materials.

Is there a possibility of a Dewey survey in the United States? There was one (by Davison (1)) in Britain, and it has been published. The Dewey Committee helped finance a detailed analysis of the statistics and the Library Association published it. One of its findings surprised the people of the British National Bibliography. They discovered that British librarians didn't want numbers as long as those used by BNB.

I. In order to study the Decimal Classification, most instructors agree that the student must have ready access to an edition of the classification, whether instruction is based on the unabridged or abridged Dewey. Queries addressed to classification instructors in the accredited library schools reveal the following possible solutions to this practical problem:
   A. The student may buy his personal copy of Dewey, probably with the assurance that he can sell it again to someone in next year's class. Louisiana, Indiana, and North Carolina require students to purchase the abridged edition; Toronto and Peabody are the only schools known to require students to buy the unabridged.

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(1) Davison, Keith. Classification practices in Britain. (London, Library Association) 1966. 34 p. 12 s.

B. The library school may furnish an edition of Dewey as laboratory equipment, either by loaning a copy to each student for the term or by placing copies on reserve for class assignments. Whether the class meets in the laboratory where the Dewey's are housed and the extent to which the instructor examines the classification with students during class, are questions which help to determine the manner in which the books are made available to students.

1. A few schools simply loan copies of Dewey to students for the term. Rutgers, for example, loans the abridged edition on this basis, while Kentucky loans the unabridged, although the latter requires that three students share each copy.
2. Twelve schools report that copies are placed on reserve for student use, although the ratio between the number of copies on reserve and the number of students varies greatly among these twelve. Louisiana, for example, has 25 copies of the 17th edition on reserve, while U.S.C. has only 6 copies. Western Reserve has 12 copies. N.C. has over 30 copies of the 16th and 5 of the 17th. Emory has 5 copies of each.

While a majority of the library schools apparently feel that the school should furnish Dewey without charge, just as the chemistry department furnishes laboratory equipment, all find this to be an extremely expensive service and are forced to make each copy do for several students. (Michigan invested a total of over $3,000 in the 16th edition, but when the 17th appeared, with the promise of the 18th in the not too distant future, it was not deemed feasible to invest another $3,000 and a rental system was resorted to.)

C. Another solution is a rental system, either through the school or library, the college book store, or a commercial book store.

1. Rosary has 65 copies of the 17th edition which are rented for $5.00 per term. Students at Berkeley rent a 17th Dewey and a Sears as a package for $8.00 per term. At Columbia students rent the 16th and have access to the 17th on reserve. U.C.L.A. charges students $3.00 per term for the 17th, or three cents per day. In some schools a rental system can be worked out with the library, while in many others it is unheard of for the library to charge students for the use of books. In a number of universities, there are strict rules against any school department, or faculty member collecting fees of any kind from students. (Years ago at Michigan, the cataloging instructor had a private rental system by which the fees collected from the students were used to add to a constantly growing collection of Deweys, Sears, ALA codes, etc., but a scandal in the chemistry department involving the misuse of breakage fees prompted the Regents to forbid all kinds of financial dealings between faculty and students.)
2. At least three library schools have arranged with their college book store to purchase the 17th edition and rent it to students (Western Michigan, British Columbia, and Illinois). A number of other schools complain that their

college book stores refuse to provide this service, fearful, apparently, that a new edition will appear before the cost of the 17th has been realized.

3. Michigan appears to be the only school to have made arrangements with a commercial book store to rent the 17th, largely because Michigan is one of the few universities never to have had a university book store. Slaters, one of the four main book stores in Ann Arbor, has purchased 140 copies of the 17th which are rented for $5.00 per term. Since there are three terms per calendar year at Michigan, the store seems to be in no danger of losing money.

D. Still another solution is to minimize the importance of working directly with Dewey, except for a cursory examination, and to resort to reproductions of key portions of the tables in class. At least two schools mimeograph the summaries and other sections for this purpose. Since there may be copyright questions in this procedure, these schools had best remain unidentified.

II. Which edition of the Decimal Classification should be taught in an accredited library school?

A. Abridged vs. the unabridged. Almost all, but not quite, of the accredited library schools emphasize the unabridged edition. The attitude toward the use of the abridged edition seems to be divided as follows: (quotations from teachers' letters to me)

1. "I pay no attention whatever to the abridged Dewey. Oh, I acknowledge its existence somewhere along the line, but I feel that no graduate professional librarian need concern himself with the abridged version." Another instructor states: "I show them an abridged Dewey only during the last week of the semester, when I also derive a few numbers in both L.C. and Cutter." These seem to sum up the views shared by most of the schools.
2. "The abridged edition is used in our first course and the unabridged in the middle and advanced courses; comparison is stressed from the start." Five or six schools have this policy, but in each there exists a cataloging course designed especially for school librarians or for undergraduates, and it is in that course that the abridged edition is used.
3. "I use the 9th abridged edition in class for several reasons. It is too expensive for each student to purchase the unabridged and, while I do not ever expect them to use the abridged edition in practice, it is an excellent teaching tool because it illustrates even more than the unabridged edition how classification schemes are organized and are manipulated." Only one library school is known to have this policy.

B. Which of the unabridged editions should be used in teaching? The general attitude seems to be that the accredited library schools should use the latest edition of Dewey just as they should expose their students to the latest editions of standard reference books. Professor Rescoe has noted, for example: "At the Peabody Library School, each director has insisted that the teacher use the latest edition and we have conformed to that insistance." Professor Rockwood reports: "In teaching classification at Florida State University we work with the latest edition of Dewey." Dean Strout notes: "As for actual practice of classification, I always aim this at the latest unabridged edition."

C. Can students use different editions of the unabridged edition interchangeably? Years ago, when the 14th edition appeared, many schools found that the 13th and the 14th could be used interchangeably without undue confusion. In exercises and quizzes, questions could be devised so that the results would be the same in either edition. When the 15th appeared, however, its use along with previous editions was almost impossible because of the basic changes which had been introduced, and as it became apparent that few libraries would use the 15th, most library schools returned to the 14th (and 13th). The 16th edition differed so radically from the 15th that schools were more or less forced to adopt the 16th exclusively. (By this time, their copies of the 14th edition were in tatters.) Although the 17th edition contains many innovations, a number of library schools, because of the cost of obtaining multiple copies, are being forced to continue to use the 16th along with the 17th. Except for purposes of comparison, teachers in these schools regret the necessity of mixing editions.

The problems facing students in a classification course are totally different from those facing classifiers in libraries when a new edition of Dewey appears. The student is not concerned in his exercises with what has been done previously, unless the instructor introduces comparison requirements. To the student, the question of where books on a given subject were classified in the past is a purely academic one.

III. To what extent should students study earlier editions of the Decimal Classification? While, from the pedagogical point of view, it may be proper for them to learn from the latest edition, we must recognize that many will go to libraries where an earlier edition may be in use. Edmon Low reports, for example, that the Oklahoma State University Library still classifies from the 13th edition. Should the classification instructor, therefore, require that his students become equally familiar with, say, the last five editions? Furthermore, should the library science student study the history of the Decimal Classification through a careful comparison of editions? The answer may be either "yes" or "no," or it may be "a little bit."

A. There should be discussion and exercises involving comparison of editions. One instructor writes: "For reasons of 'historical' interest, I try to show the students how the system has evolved by lecture and 'visual' presentation of the earliest form of Dewey--in facsimile, and the 14th, 15th, 16th, and now the 17th editions and the abridged versions. We have class discussion in which comparisons are made of the various editions. Readings making comparisons are assigned."

Another instructor writes: "We use all editions from the 13th in my classes for comparison. . . . I find that I have used considerable class time and laboratory time since September in teaching students changes or relocations. I have used stencils for students to give Dewey numbers to titles in the cataloging collection showing changes and relocations. This helps best in trying to show changes. We also use the index to the 16th edition for location, since the index in the 17th is almost impossible. I've never seen such a fouled up mess in my life as the 17th edition index."

While the above instructors feel strongly about the importance of comparison, theirs is a minority view.

B. No comparison of editions is necessary. One instructor writes: "I must say that we have never regarded the multiple editions DC as a 'teaching problem,' but as a normal fact of life of which account must be taken and the causes and consequences recognized and considered. In general, we want our students to understand the structure of DC as a system, how to use it, how it differs from LC and other systems, why and how it has changed over the years, and why different libraries may vary in their application of DC for good or bad reasons; but we do not dwell on the differences of the individual editions."

Another expresses it this way: "We have decided that with beginning students it is most essential to teach them the use of the book. There are very few with any library experience in these classes. Therefore we do not give them any exercises in the comparison of editions. It is complicated enough merely to teach them how it works. However, we stress continually that the classifier (and subject header) will live his professional life coping with new editions, relocated numbers and revised subject headings. We try to point out the total problem of changing, not changing, or accepting two positions for one subject for some interim period. We try to prepare them for the fact that they will go into libraries that do things differently. But it is our assumption, that properly open-minded when they leave us, they will be adaptable on the job without feeling that everything they have been 'taught' has been violated."

Another instructor reports: "I use the 17th Dewey and I make little or no effort to compare it with earlier editions. The students read the 'Editor's Introduction' and learn about the history of the scheme from that, and I make only a general reference to it when I lecture on history of classification. I made extensive comparisons between the 14th and 15th editions and between the 15th and 16th, but with this one I just don't have time and I have eliminated all the comparing sections from my lectures."

These quotations represent the majority view on this subject. The attitude seems to be that a student who has mastered the 17th edition should have no difficulty figuring out a previous edition.

C. Some time must be spent on comparison. One instructor writes: "Because the 17th has so many startling innovations (mostly of the double and triple zero variety) I have been discussing both it and the 16th. Aside from pointing out the chief characteristics of the 14th and 15th, I make no further effort at comparison."

Another instructor, who is forced to use both the 16th and 17th editions because of lack of funds to buy multiple copies of the 17th, writes: "Naturally in comparing answers and problems such as building numbers, the differences become apparent, and my explanatory lecture in introducing Dewey points out its development and expansion so that some comparison appears here. The students make no formal comparison except that occasionally someone particularly interested in classification 'volunteers' to do some such study and present findings to the class in a six or eight minute report."

Probably every instructor, in introducing the Decimal Classification, spends a little while on the history of the system, but most deny that they spend even a little time in comparing editions.

VIII

PROBLEMS IN TEACHING THE DECIMAL CLASSIFICATION FOR USE IN CHILDREN'S COLLECTIONS AND IN SCHOOL LIBRARIES

Virginia Drewry
Library Consultant, Georgia State Department of Education

When teaching decimal classification one must consider various questions, e.g., where do your students come from? what effect is commercial cataloging having? what effects are resulting from the increased flow of books and the shortage of school librarians? One current problem of school librarians results from the use of several commercial cataloging services. When different classification numbers are supplied for the same book and the librarian doesn't have time to do anything but accept numbers "as is"--the result is conflict! The 8th abridged edition has a lovely example of how to reduce numbers, but this was omitted in the 9th edition.

It is necessary to teach students that there are various editions of Dewey. They need to learn how to reduce numbers without making them meaningless. They need to know how to handle biography and criticism of an author. They need to learn classification for easy books and for composite and interdisciplinary works. The main problem faced by librarians, really, is the growth of libraries.

One more specific problem is: what do you do with gypsies? You can't cut the number without making it meaningless. There is no base number in the abridged edition; the old number was 391. Also, the introduction to Dewey needs to be rewritten. It should be clarified and made less complicated.

I. The Library

It is generally recognized that the Children's Department of the public library and the school libraries should carry on the same general style of cataloging and classification. The children should be at home in the public library in their out-of-school hours.

The books borrowed from the public library by the school for special needs should interfile with the collection of the school.

In public libraries the young adult collection tends to be classified by adults for adults. In high schools the classification is influenced by the use of the books by the faculty and students.

In the planning between public and school librarians that should be done to bring about the comfortable interchange of children and books, does not classification play a part?

Is there sufficient emphasis on the study of the size of the book collection in relation to classification? What is its potential size? What are the standards for school libraries that set a goal of a given number of books per pupil? Does this affect the depth of classification?

II. The Librarian

A. The School Librarian

The major part of the time of the school librarian must be devoted to children and teachers. The librarian uses the classification, but rarely pursues a study of it after leaving library school.

Does the school librarian come out of library school with sufficient knowledge of the purposes and principles of classification in general, and of the character and structure of Dewey in particular to cope with the problems to be faced? Is there time for this? Is it needed?

The school librarian is alone, unless there is a central processing system for schools. There are no experienced classifiers to give the school librarian in-service training in the problems encountered after leaving the library school. The school library supervisor, if there is one, is too involved in other matters to be a skilled classifier. There may be help from a public library, but that is usually inconvenient if not impossible, and could be confusing.

Since the school librarian has no person to help with classification problems, what are the tools? There are books on the organization of library materials. What do they do for the understanding of classification problems? There are the introductions to the editions of the Decimal Classification. How do they rate as an aid in solving classification problems?

There is a frequent change of personnel in school libraries. Are the librarians aware of the need to leave a clearly marked copy of the classification schedules, and to leave records of policies that may need to be explained? Do they know how?

B. The Children's Librarian

The children's librarian usually has the benefit of a classifier, hopefully of a skilled classifier and an understanding one. Does the children's librarian need to understand the classification in order to work with the classifier on problems peculiar to her collection? Does she need to understand the classification in order to plan with the school librarian?

III. The Books

The children's librarian and the elementary school librarian have the common experience of dealing with many books that do not fit neatly into the DC classification. There are the picture books, the easy books, the readers that at times have their place in the library, and the many nonfiction books that take an overall view of the subject. Do the easy books have factual information? Should they be classified? What is the solution for the books on a single topic from many or all disciplinary viewpoints? In years past they have been classed, without too much ado, within one discipline. Does the new emphasis on disciplines create problems for which new solutions must be sought?

IV. The Classification

Are problems in the use of the classification schedules for children's collections and for school libraries much the same as those for other collections and libraries?

The classifier is concerned with terminology, the clarity of directions within the schedules, the language in the schedules, even the meaning of the decimal.

If problems in the use of the classification are confined to the abridged edition, there still is a need to understand the use of the standard subdivisions and the area tables. Directions in the abridged edition state that area notations are to be added and that the topic is to be divided. These statements often are taken to be commands when there is no need for them to be carried out in a particular situation. The knowledge of how to cut back the schedules is most important, and is reported to be difficult to master.

Most of the books on how to teach the use of the library say that the decimal classification is a subject classification and that books on the same subject can be brought together on the shelves with related subjects close by. Discipline, subject, aspect in the new editions are causing difficulties in understanding for the older (used? experienced?) librarian if not for the new.

In literature, the note under specific forms directing one to class under each form without further subdivision description, critical appraisal, biographical treatment, single and collected works of single authors is advising something that may be needed in high schools, but the effort to accomplish this without the use of book numbers is creating a problem. Many of them do not want to use book numbers. What to do?

What do we do with the career day material? Consider 331.7 Labor by occupation. "(Optional: specific subjects as professions or occupations; prefer standard subdivision 023) Do not use standard subdivisions." There is a problem in understanding what is meant in the schedule. There is the problem of the use or non-use of options, and the problem of change when 371.42 has been happily used for years and there is much material already in the collection.

Should there be guidelines on options for school libraries, and for children's libraries? Should there be guidelines for the classification of books in relation to the needs of the students and their faculty?

V. The Aids in Book Selection with Classification Numbers
Is there sufficient knowledge of the various editions of the DC classification and the way they may affect the classification numbers in the book selection tools?

How closely are the book selection tools following what edition?

VI. Centralized Classification
The local technical processing center is able to work out options for its local users, but the commercial or distant centralized cataloging centers are held more closely to standard editions. The use of the purchased cards with their classification numbers require a knowledge of the publication of editions and a possible change in numbers.

The children's librarian as well as the school librarian is affected because there may be decisions within the public library to accept purchased information without change.

IX

TEACHING PROBLEMS ASSOCIATED WITH THE AVAILABILITY AND USE OF CENTRALIZED CATALOGING SERVICE

Jane E. Stevens
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The Nelson Associates' (1) study of 22 processing centers is an important study that we should be aware of. Even if someone does the cataloging work for you, you really have to know something about the subject to be able to accept, change or recommend. Donald Hendricks' (2) article on the Oak Park Book Processing Center gives an idea of the problems as well as of the organization of such a center. The questions that arise in dealing with such centers need to be answered by professionals. Classification is not an answer to all your problems. It will take you so far, then you must use subject headings, etc.

In assessing cataloging and other centralized services the points which must be considered are promptness, proper coverage, accuracy and cost. An understanding of the principles of classification is essential in centralized cataloging systems where so many decisions must be made. The economy of the system is not the only consideration. If the system is not suited to your material it does not solve your problem.

Teachers need to inform students but cannot give them final answers on some of these things. We don't have final answers.

I. The Teacher's Background

A. Problem of Evaluating Centralized Services

The first problem in teaching about centralized cataloging services is formulating our own attitudes and basing them on a realistic appraisal of centers as they are at present and of their future potentialities. We must do this by balancing personal observations and experience, professional surveys, hearsay, and advertisements. Are we equipped to comment on these:

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(1) Nelson Associates, Inc. Centralized processing for the public libraries of New York State, a survey conducted for the New York State Library. N.Y., 1966. 34 p. Appendices.

(2) Hendricks, Donald. "Organization for processing at the Book Processing Center, Oak Park, Illinois." Library Resources & Technical Services 10, 4:479-489, Fall 1966.

From a management firm: For cataloging and acquisitions, one center is proposed to meet all the public library needs of the state (New York), including those of New York City. For physical processing, three centers are proposed to meet the upstate needs.

From a publisher: "Any reasonably intelligent junior high school youngster can easily file, paste, insert, sort, and do all the other operations required to get a new book out of the publisher's carton and into the hands of the children--quickly and inexpensively."

From an advertisement: "NOW--you can catalog and shelve your books--in minutes"

1. Difficulties in collecting accurate information
   a. How much agreement is there now in the classification done in different centers?
2. Surveys proposing centralized services
3. Surveys evaluating existing centers

B. What are Valid Demands in the Classification from Centralized Services?

Ideally, all centralized processing should operate to meet intelligent requirements from the profession. Our students will soon be the users and evaluators of these services, and professional education should prepare them for this role. Teachers will have to face these questions.

1. Should centralized services be asked to cater to the individual preferences of a library?

   Many are providing alternative treatments of biography and fiction. Are individual differences defensible here? Are they defensible in any other parts of the schedules? For foreign languages, travel, bibliography?

2. Is modifying the classification received from centralized services ever justified? Should libraries accept numbers from different editions of Dewey without reconciling them?

3. Do librarians need to understand the principles of classification that a center follows?

   How much information does a library need about the length of numbers and how is it determined (arbitrarily, logically?), or about the policy of a center in adopting revisions in the Dewey schedules? Should a center revise previous cataloging when it adopts changes in the Dewey schedules?

4. Does it matter if classification numbers received from several centers are not consistent?

   Should the profession work toward the goal of only one number for each book, no matter where it is classified or where it is used? Would a choice of two numbers--one short and one long--be preferable? A choice of more than two?

5. Is economy the most important consideration in assigning classification numbers? The ONLY consideration?

II. Importance of Classification in Technical Services Courses

Classification as a basic study in librarianship is currently being challenged on two points. One is the question of its function in the library. The other is its point of origin; should books be classified within a library, in an area center, or does it matter where the number is assigned or by whom?

A. Should classification be taught as (1) an intellectual discipline, (2) a major concern of librarianship, (3) shelf location?

B. Should the basic course emphasize only the philosophical structure of classification, and NOT its practice?

   If only librarians in processing centers will be assigning numbers, are the intricacies of determining the best number, understanding the schedules, and number building still essential parts of introductory professional education?

C. Should learning to classify become an advanced, specialized and separate subject, along with the other cataloging skills that are now considered introductory?

D. Does the new graduate need to know more than how to order, utilize, and evaluate classification received from a centralized processing center?

   Does the present student think that this is all he needs to know?

X

TEACHING PROBLEMS RELATING TO THE ADMINISTRATION OF CLASSIFICATION ACTIVITIES IN LIBRARIES

Richard O. Pautzsch
Coordinator of Cataloging, Brooklyn Public Library

This is a report of an on-going activity at Brooklyn Public Library. The Cataloging Department has 47 positions--8 professional (5 catalogers and 3 trainees) and 36 clericals. The typing unit uses a Xerox 420 (replacing two 914's) and also a multilith. The searcher uses a special search form and marks on it where he has looked. He also checks the authority card file. The cataloger then uses the information on this form and adds to it.

Planning and preparation for the present system began in 1952, when a workshop on 15th Dewey was held within the group. Nelson Associates made studies for the group 1965/66. (1) (The Reference Department of New York Public Library was not represented in these studies.) There was a New York City report (2) and a meeting was held at Albany, June 21-22, 1966, to consider the questions of duplication and consolidation. It was decided to move ahead as rapidly as possible, to invite other libraries to join the system, to cooperate, and study the results so as to come to some new decisions.

Some of the problems considered and decisions made about the 15th edition adoption included: 1) relocation; decision to reclass; 2) expansion; decision to leave old material where it was, but use the expansion for new material; 3) shortened number; this created a problem, therefore decision to reclass; and 4) cancelled or deleted number; decision to reclass. The 17th edition of Dewey was examined to determine the magnitude of change, the decisions it would entail, and how best to implement them. Now the proposed system must be presented to management. The BPL system comprises over 482,000 titles. Other questions which have been considered are those concerning reclassification, subject headings, the Anglo-American cataloging rules and their effects, and book catalogs.

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(1) Nelson Associates, Inc. Centralized processing for the public libraries of New York State, a survey conducted for the New York State Library. N.Y., 1966. 34 p. Appendices.

(2) Nelson Associates, Inc. The feasibility of further centralizing the technical processing operations of the public libraries of New York City, a survey conducted for the Brooklyn Public Library, the New York Public Library and the Queens Borough Public Library. N.Y., 1966. 45 p. Appendices.

I. Introduction

Brooklyn Public Library organization

- Main Library and 55 Agencies, including 2 bookmobiles

- Subject Divisions in Main Library
    - Art and Music Division
    - Audio-Visual Division
    - History, Travel and Biography Division
    - Language and Literature Division
    - Science and Industry Division
    - Social Sciences Division
    - Young Teens Room
    - Central Childrens Room

- Organization of Cataloging Department
    - Searching Unit
        - New Title
        - Duplicate Title
    - Cataloging Unit
    - Typing Unit
    - Multilithing Unit
    - Assembling Unit
    - Processing Unit
    - Catalog Maintenance Unit

II. Orienting the New Cataloger

Spends some time in each Unit of Department to get an overview of work

Searching Unit--new title and duplicate title areas--intensive

Use of staff manual--cuttering, classification--review with Coordinator

Assignment of Dewey classes

Annotated copy of Dewey classification

Problem books--tools; LC classification tables, LC subject catalog, Merrill code, Guide to use of Dewey classification, Union and/or Public catalogs, discussion with Division Chief(s)

Revision of books cataloged by Coordinator

Review of all catalogers' work by Coordinator

III. Forms Used Re Classification

Form card used when using new classification subdivision--new editions

New classification subdivision form--discussed with Coordinator, Division Chief, study of shelf list, approval--circulated to other catalogers to add to copies of Dewey classification

Staff meetings--individual and/or group

Pertinent professional literature circulated--LJ, LRTS, LQ, LC information bulletin, Library trends, ALA Conference reports and ALA Committee minutes, etc.

IV. 1952--Workshop on Dewey 15th Classification

Each cataloger compared shelflist with 15th edition; made recommendations

Discussions with Division Chiefs--decisions made

Booklet prepared and distributed to all library agencies

V. New York State study on centralized processing for the public libraries of New York State--1965/66--Nelson Associates, Inc.

VI. The feasibility of further centralizing the technical processing operations of the public libraries of New York City--1966--Nelson Associates, Inc.

VII. 1966--Study of the 17th edition of Dewey classification--methodology

Each cataloger listed numbers (class) used and number of titles represented in each number in Union shelflist for his assigned classes

Analysis of BPL classification--Tables A-L; graphs
    Adult classification--BPL collection and 4 Branches
    Juvenile classification--BPL collection and 4 Branches

Comparison with 17th edition--number for number--changes noted; recommendations to be made by cataloger

Discussions with Division Chiefs--decisions to be made

Recommendations to be made for approval by Library Director

VIII. Tri-Library Committee on Centralization of Technical Services

APPENDIX

BROOKLYN PUBLIC LIBRARY

ADULT COLLECTION	Numbers	Titles
000-999 (English and Foreign)	12,518	382,192
B - Biography (English)		28,375
Fiction (English)		19,200
Biography (Foreign)		4,221
Fiction (Foreign)		26,926
		460,914
Young Teens 000-999		1,753
YT fiction		1,425
YT biography		350
YT foreign		90
		3,618

JUVENILE COLLECTION	Numbers	Titles
000-999 (English and Foreign)	909	11,152
Biography		1,175
J-E		2,250
J Fiction		4,100
Biography - Foreign		152
Fiction - Foreign		1,900
J-E Foreign		350
		21,079

Brooklyn PL	2,686,871 volumes, 55 branches, 2 bookmobiles, 1 van
New York PL Circulating	3,210,791 volumes, 81 branches, 3 centers, 4 bookmobiles
Queens Borough PL	1,855,296 volumes, 53 branches

11/18/66

BROOKLYN PUBLIC LIBRARY ADULT COLLECTION - ENGLISH AND FOREIGN

		LENGTH OF NUMBERS BEYOND THE DECIMAL POINT									
Class	Main Class	One	Two	Three	Four	Five	Six	Seven	Eight	Total Numbers	Total Titles
000	79	81	171	473	276	152	44	4	1	1,281	12,502
100	96	54	28	21	7	5	0	0	0	211	14,847
200	99	227	152	74	47	22	0	0	0	621	21,862
300	99	377	803	1,009	1,103	578	55	9	0	4,033	65,506
400	94	113	72	42	12	7	0	0	0	340	6,420
500	100	265	270	193	112	28	0	0	0	968	26,956
600	100	411	550	584	520	272	27	0	0	2,464	51,523
700	100	282	258	206	129	55	1	0	0	1,031	56,246
800	94	187	145	139	66	17	6	0	0	654	55,999
900	92	279	348	150	35	9	2	0	0	915	70,331
Over-all Total	953	2,276	2,797	2,891	2,307	1,145	135	13	1	12,518	382,192

PERCENTAGES

Class	Main Class	One	Two	Three	Four	Five	Six	Seven	Eight	Total
000	6.167	6.323	13.348	36.924	21.545	11.865	3.434	0.312	0.078	99.996
100	45.497	25.592	13.270	9.952	3.317	2.369	0.000	0.000	0.000	99.997
200	15.942	36.553	24.476	11.916	7.568	3.542	0.000	0.000	0.000	99.997
300	2.454	9.347	19.910	25.018	27.349	14.331	1.363	0.223	0.000	99.995
400	27.647	33.235	21.176	12.352	3.529	2.058	0.000	0.000	0.000	99.997
500	10.330	27.376	27.892	19.938	11.570	2.892	0.000	0.000	0.000	99.998
600	4.058	16.680	22.321	23.701	21.103	11.038	1.095	0.000	0.000	99.996
700	9.699	27.352	25.024	19.980	12.512	5.334	0.096	0.000	0.000	99.997
800	14.373	28.593	22.171	21.253	10.091	2.599	0.917	0.000	0.000	99.997
900	10.054	30.491	38.032	16.393	3.825	0.983	0.218	0.000	0.000	99.996
Over-all Total	7.613	18.181	22.343	23.094	18.429	9.146	1.078	0.103	0.007	99.994

Note: Main Class = Numbers to the _left_ of the decimal point.

BROOKLYN PUBLIC LIBRARY ADULT COLLECTION EXCLUDING FOREIGN COLLECTION

Class	Main Class	NUMBERS BEYOND THE DECIMAL POINT								Total Numbers	Total Titles
		One	Two	Three	Four	Five	Six	Seven	Eight		
000	69	80	157	437	277	135	42	4	1	1,202	11,426
100	96	51	27	16	6	5	0	0	0	201	13,382
200	99	219	120	50	31	13	0	0	0	532	19,292
300	99	371	778	975	1,066	547	51	9	0	3,896	62,208
400	92	90	59	32	7	7	0	0	0	287	5,510
500	100	259	261	177	96	23	0	0	0	916	25,502
600	100	407	535	568	516	271	26	0	0	2,423	50,107
700	100	278	239	179	112	48	1	0	0	957	49,633
800	94	160	108	90	43	11	5	0	0	511	44,971
900	92	270	269	115	23	6	1	0	0	776	63,403
Over-all Total	941	2,185	2,553	2,639	2,177	1,066	126	13	1	11,701	345,434

PERCENTAGES

Class	Main Class	One	Two	Three	Four	Five	Six	Seven	Eight	Total
000	5.740	6.655	13.061	36.356	23.044	11.231	3.494	0.332	0.083	99.996
100	47.761	25.373	13.432	7.960	2.985	2.487	0.000	0.000	0.000	99.998
200	18.609	41.165	22.556	9.398	5.827	2.443	0.000	0.000	0.000	99.998
300	2.541	9.522	19.969	25.025	27.361	14.040	1.309	0.231	0.000	99.998
400	32.055	31.358	20.557	11.149	2.439	2.439	0.000	0.000	0.000	99.997
500	10.917	28.275	28.493	19.323	10.480	2.510	0.000	0.000	0.000	99.998
600	4.127	16.797	22.080	23.442	21.295	11.184	1.073	0.000	0.000	99.998
700	10.449	29.049	24.973	18.704	11.703	5.015	0.104	0.000	0.000	99.997
800	18.395	31.311	21.135	17.612	8.414	2.152	0.978	0.000	0.000	99.997
900	11.855	34.793	34.664	14.819	2.963	0.773	0.128	0.000	0.000	99.995
Over-all Total	8.042	18.673	21.818	22.553	18.605	9.110	1.076	0.111	0.008	99.996

Note: Main Class = Numbers to the left of the decimal point.

BROOKLYN PUBLIC LIBRARY ADULT COLLECTION

NUMBERS BEYOND DECIMAL POINT

	Four		Five		Six		Seven		Eight	
Class	Numbers	Titles	Numbers	Titles	Numbers	Titles	Numbers	Titles	Numbers	Titles
000	276	474	152	224	44	66	4	4	1	1
100	7	21	5	36	0	0	0	0	0	0
200	47	116	22	46	0	0	0	0	0	0
300	1,103	3,080	578	1,043	55	75	9	20	0	0
400	12	18	7	10	0	0	0	0	0	0
500	112	224	28	52	0	0	0	0	0	0
600	520	1,456	272	487	27	80	0	0	0	0
700	129	433	55	128	1	2	0	0	0	0
800	66	321	17	45	6	13	0	0	0	0
900	35	141	9	15	2	2	0	0	0	0
	2,307	6,284	1,145	2,086	135	238	13	24	1	1
Percentage of total 12,518 nos.	18.429		9.146		1.078		0.103		0.007	
Percentage of total 382,192 titles		1.644		0.545		0.062		0.006		0.0002

BROOKLYN PUBLIC LIBRARY CLASSIFICATION (ADULT)

NUMBERS (4-8) BEYOND DECIMAL - BY TYPE

Class	Nos. Beyond Decimal	Form Subdiv.	Geog. Subdiv.	Divide Like Subj.	Nos. From Tables	Total Nos.
000	4	5	10	261	0	276
	5	13	4	135	0	152
	6	3	0	41	0	44
	7	0	0	4	0	4
	8	0	0	1	0	1
		21	14	442	0	477
100	4	7	0	0	0	7
	5	5	0	0	0	5
		12	0	0	0	12
200	4	7	40	0	0	47
	5	0	22	0	0	22
		7	62	0	0	69
300	4	367	708	27	1	1,103
	5	266	289	23	0	578
	6	8	44	3	0	55
	7	0	9	0	0	9
		641	1,050	53	1	1,745
400	4	9	0	3	0	12
	5	1	2	4	0	7
		10	2	7	0	19
500	4	53	43	0	16	112
	5	24	4	0	0	28
		77	47	0	16	140
600	4	451	53	0	16	520
	5	224	44	0	4	272
	6	24	3	0	0	27
		699	100	0	20	819
700	4	48	81	0	0	129
	5	29	26	0	0	55
	6	0	1	0	0	1
		77	108	0	0	185
800	4	66	0	0	0	66
	5	17	0	0	0	17
	6	5	0	1	0	6
		88	0	1	0	89
900	4	15	20	0	0	35
	5	3	6	0	0	9
	6	1	1	0	0	2
		19	27	0	0	46
TOTALS		1,651	1,410	503	37	3,601
Percentage of 3,601		45.848	39.155	13.968	1.027	99.998
Percentage of 12,518 nos. (000-900)		13.189	11.263	4.018	0.295	28.766

BROOKLYN PUBLIC LIBRARY ADULT COLLECTION CLASSIFICATION

NUMBERS BEYOND DECIMAL (4-8) - BY CLASS

000's	Beyond Decimal	Nos.	% of 1,281 nos. (000's)	% of 12,518 nos. (000-999)	Titles	% of 12,502 Titles (000's)	% of 382,192 Titles (000-999)
	4	276	21.545	2.204	474	3.791	0.124
	5	152	11.865	1.214	224	1.791	0.058
	6	44	3.434	0.351	66	0.527	0.017
	7	4	0.312	0.031	4	0.031	0.001
	8	1	0.078	0.007	1	0.007	0.000
		477	37.236%	3.810%	769	6.151%	0.203%

100's	Beyond Decimal	Nos.	% of 211 nos. (100's)	% of 12,518 nos. (000-999)	Titles	% of 14,847 Titles (100's)	% of 382,192 Titles (000-999)
	4	7	3.317	0.055	21	0.141	0.005
	5	5	2.369	0.039	36	0.242	0.009
		12	5.680%	0.095%	57	0.383%	0.014%

200's	Beyond Decimal	Nos.	% of 621 nos. (200's)	% of 12,518 nos. (000-999)	Titles	% of 21,862 Titles (200's)	% of 382,192 Titles (000-999)
	4	47	7.568	0.375	116	0.530	0.030
	5	22	3.542	0.175	46	0.210	0.012
		69	11.111%	0.551%	162	0.741%	0.042%

300's	Beyond Decimal	Nos.	% of 4,033 nos. (300's)	% of 12,518 nos. (000-999)	Titles	% of 65,506 Titles (300's)	% of 382,192 Titles (000-999)
	4	1,103	27.349	8.811	3,080	4.701	0.805
	5	578	14.331	4.617	1,043	1.592	0.272
	6	55	1.363	0.439	75	0.114	0.019
	7	9	0.223	0.071	20	0.030	0.005
		1,745	43.268%	13.939%	4,218	6.439%	1.103%

BROOKLYN PUBLIC LIBRARY ADULT COLLECTION CLASSIFICATION

NUMBERS BEYOND DECIMAL (4-8) - BY CLASS (CONTINUED)

400's	Beyond Decimal	Nos.	% of 340 nos. (400's)	% of 12,518 nos. (000-999)	Titles	% of 6,420 Titles (400's)	% of 382,192 Titles (000-999)
	4	12	3.529	0.095	18	0.280	0.004
	5	7	2.058	0.055	10	0.155	0.002
		19	5.588%	0.151%	28	0.436%	0.007%

500's	Beyond Decimal	Nos.	% of 968 nos. (500's)	% of 12,518 nos. (000-999)	Titles	% of 26,956 Titles (500's)	% of 382,192 Titles (000-999)
	4	112	11.570	0.894	224	0.830	0.058
	5	28	2.892	0.223	52	0.192	0.013
		140	14.462%	1.118%	276	1.023%	0.072%

600's	Beyond Decimal	Nos.	% of 2,460 nos. (600's)	% of 12,518 nos. (000-999)	Titles	% of 51,523 Titles (600's)	% of 382,192 Titles (000-999)
	4	520	21.103	4.154	1,456	2.825	0.380
	5	272	11.038	2.172	487	0.945	0.127
	6	27	1.095	0.215	80	0.155	0.020
		819	33.238%	5.323%	2,023	3.926%	0.529%

700's	Beyond Decimal	Nos.	% of 1,031 nos. (700's)	% of 12,518 nos. (000-999)	Titles	% of 56,246 Titles (700's)	% of 382,192 Titles (000-999)
	4	129	12.512	1.030	433	0.769	0.113
	5	55	5.334	0.439	128	0.227	0.033
	6	1	0.096	0.007	2	0.003	0.000
		185	17.943%	1.477%	563	1.000%	0.147%

BROOKLYN PUBLIC LIBRARY ADULT COLLECTION CLASSIFICATION

NUMBERS BEYOND DECIMAL (4-8) - BY CLASS (CONTINUED)

800's	Beyond Decimal	Nos.	% of 654 nos. (800's)	% of 12,518 nos. (000-999)	Titles	% of 55,999 Titles (800's)	% of 382,192 Titles (000-999)
	4	66	10.091	0.527	321	0.573	0.083
	5	17	2.599	0.135	45	0.080	0.011
	6	6	0.917	0.047	13	0.023	0.003
		89	13.608%	0.711%	379	0.676%	0.099%

900's	Beyond Decimal	Nos.	% of 915 nos. (900's)	% of 12,518 nos. (000-999)	Titles	% of 70.331 Titles (900's)	% of 382,192 Titles (000-999)
	4	35	3.825	0.279	141	0.200	0.036
	5	9	0.983	0.071	15	0.021	0.003
	6	2	0.218	0.015	2	0.002	0.000
		46	5.027%	0.367%	158	0.224%	0.041%

000-999	Beyond Decimal	Nos.	% of 12,518 nos.	Titles	% of 382,192 titles
	4	2,307	18.429	6,284	1.644
	5	1,145	9.146	2,086	0.545
	6	135	1.078	238	0.062
	7	13	0.103	24	0.006
	8	1	0.007	1	0.0002
		3,601	28.766%	8.633	2.2482%

BROOKLYN PUBLIC LIBRARY - FOUR BRANCH ADULT COLLECTIONS

Branch	000-999 Numbers	000-999 Titles	Titles Biography	Titles Fiction	Total Titles	Total Volumes
Kings Highway	3,316	18,637	1,350	6,425	26,412	39,947
Sheepshead Bay	2,145	9,215	1,300	5,125	15,640	19,324
Mill Basin	1,562	5,243	970	3,750	9,963	10,537
Red Hook	897	2,287	375	1,225	3,887	4,276

ADULT CLASSIFICATION (000-999)

		NUMBERS USED BEYOND THE DECIMAL POINT									
Branch	Main	One	Two	Three	Four	Five	Six	Seven	Eight	Total Numbers	Total Titles
Kings Highway	637	1,000	917	447	229	79	5	1	1	3,316	18,637
Sheepshead Bay	489	659	581	245	119	48	3	1	0	2,145	9,215
Mill Basin	394	495	417	160	67	28	1	0	0	1,562	5,243
Red Hook	264	284	213	91	37	6	2	0		897	2,287

PERCENTAGES

Branch	Main	One	Two	Three	Four	Five	Six	Seven	Eight	Total
Kings Highway	19.20	30.15	27.65	13.48	6.90	2.38	0.15	0.03	0.03	99.97
Sheepshead Bay	22.797	30.722	27.086	11.421	5.547	2.237	0.139	0.046	0.000	99.995
Mill Basin	25.224	31.690	26.696	10.243	4.289	1.792	0.064	0.000	0.000	99.998
Red Hook	29.43	31.66	23.74	10.14	4.12	0.66	0.22	0.00	0.000	99.97

Note: Main Class = Numbers to left of decimal point

BROOKLYN PUBLIC LIBRARY - FOUR BRANCH ADULT COLLECTIONS

ANALYSIS OF NUMBERS WITH 4-8 NUMBERS BEYOND DECIMAL

Branch	Beyond Decimal	Form div.	Geog. div.	Div. like Subject	No. from Tables	Total Nos.
Kings Highway	4	97	115	13	4	229
	5	42	28	7	2	79
	6	1	4	0	0	5
	7	0	1	0	0	1
	8	0	0	1	0	1
		140	148	21	6	315
Sheepshead Bay	4	47	67	4	1	119
	5	29	17	2	0	48
	6	1	2	0	0	3
	7	0	1	0	0	1
		77	87	6	1	171
Mill Basin	4	24	39	1	3	67
	5	11	12	4	1	28
	6	0	1	0	0	1
		35	52	5	4	96
Red Hook	4	20	15	0	2	37
	5	3	2	1	0	6
	6	1	1	0	0	2
		24	18	1	2	45

BROOKLYN PUBLIC LIBRARY

A COMPARISON OF CLASS NUMBERS AND TITLES

	Numbers	Percentage of Total
BPL class nos.	12,518	100
Kings Highway	3,316	26.489
Sheepshead Bay	2,145	17.135
Mill Basin	1,562	12.478
Red Hook	897	7.165

	Titles	Percentage of Total
BPL titles (000-900)	382,192	100
Kings Highway	18,637	4.876
Sheepshead Bay	9,215	2.411
Mill Basin	5,243	1.371
Red Hook	2,287	0.598

BROOKLYN PUBLIC LIBRARY JUVENILE COLLECTION - ENGLISH AND FOREIGN

LENGTH OF NUMBERS BEYOND DECIMAL POINT

Class	Main Class	NUMBERS BEYOND DECIMAL POINT One	Two	Three	Four	Total Number	Total Titles
000	20	3	1	8	1	33	212
100	10	0	0	0	0	10	351
200	32	6	2	0	0	40	381
300	51	34	13	2	0	100	1,309
400	23	8	0	0	0	31	396
500	66	20	4	0	0	90	1,853
600	72	48	12	6	0	138	1,419
700	55	52	10	1	0	118	1.179
800	45	27	16	2	0	90	1,216
900	62	106	88	3	0	259	2,836
	436	304	146	22	1	909	11,152

PERCENTAGES

Class	Main Class	One	Two	Three	Four	Total
000	60.606	9.090	3.030	24.242	3.030	99.998
100	100.000	0.000	0.000	0.000	0.000	100.000
200	80.000	15.000	5.000	0.000	0.000	100.000
300	51.000	34.000	13.000	2.000	0.000	100.000
400	74.193	25.806	0.000	0.000	0.000	99.999
500	73.333	22.222	4.444	0.000	0.000	99.999
600	52.173	34.782	8.695	4.347	0.000	99.997
700	46.610	44.067	8.474	0.847	0.000	99.998
800	50.000	30.000	17.777	2.222	0.000	99.999
900	23.938	40.926	33.976	1.158	0.000	99.998
Over-all Percentage	47.964	33.443	16.061	2.420	0.110	99.998

Note: Main Class = Numbers to the left of the decimal point.

BROOKLYN PUBLIC LIBRARY JUVENILE COLLECTION EXCLUDING FOREIGN COLLECTION

Class	Main Class	NUMBERS BEYOND THE DECIMAL POINT One	Two	Three	Four	Total Number	Total Titles
000	16	3	1	8	1	29	200
100	10	0	0	0	0	10	350
200	29	5	0	0	0	34	319
300	51	34	13	2	0	100	1,209
400	19	7	0	0	0	26	304
500	66	20	4	0	0	90	1,760
600	71	48	12	6	0	137	1,388
700	54	52	10	1	0	117	1,098
800	37	20	10	0	0	67	987
900	60	106	88	3	0	257	2,721
Total	413	295	138	20	1	867	10,336

PERCENTAGE

Class	Main Class	One	Two	Three	Four	Total
000	55.172	10.344	3.448	27.586	3.448	99.998
100	100.000	0.000	0.000	0.000	0.000	100.000
200	85.294	14.705	0.000	0.000	0.000	99.999
300	51.000	34.000	13.000	2.000	0.000	100.000
400	73.076	26.923	0.000	0.000	0.000	99.999
500	73.333	22.222	4.444	0.000	0.000	99.999
600	51.824	35.036	8.759	4.379	0.000	99.998
700	46.153	44.444	8.547	0.854	0.000	99.998
800	55.223	29.850	14.925	0.000	0.000	99.998
900	23.346	41.245	34.241	1.167	0.000	99.999
Over-all Percentage	47.635	34.026	15.916	2.306	0.115	99.998

Note: Main Class = Numbers to the left of the decimal point.

BROOKLYN PUBLIC LIBRARY - FOUR BRANCH JUVENILE COLLECTIONS

Branch	000-999 Numbers	000-999 Titles	Titles Biography	Titles Fiction	Titles J-E	Total Titles	Total Volumes
Kings Highway	685	4,323	645	3,265	1,319	9,552	24,309
Sheepshead Bay	612	3,328	600	2,800	1,650	8,378	14,695
Mill Basin	563	2,991	435	2,150	1,250	6,826	10,693
Red Hook	472	1,771	250	1,025	725	3,771	5,824

JUVENILE CLASSIFICATION (000-999)

Branch	Main Class	NUMBERS USED BEYOND THE DECIMAL POINT				Total Numbers	Total Titles
		One	Two	Three	Four		
Kings Highway	324	240	104	17	0	685	4,323
Sheepshead Bay	284	221	91	16	0	612	3,328
Mill Basin	264	204	80	15	0	563	2,991
Red Hook	217	179	63	13	0	472	1,771

PERCENTAGES

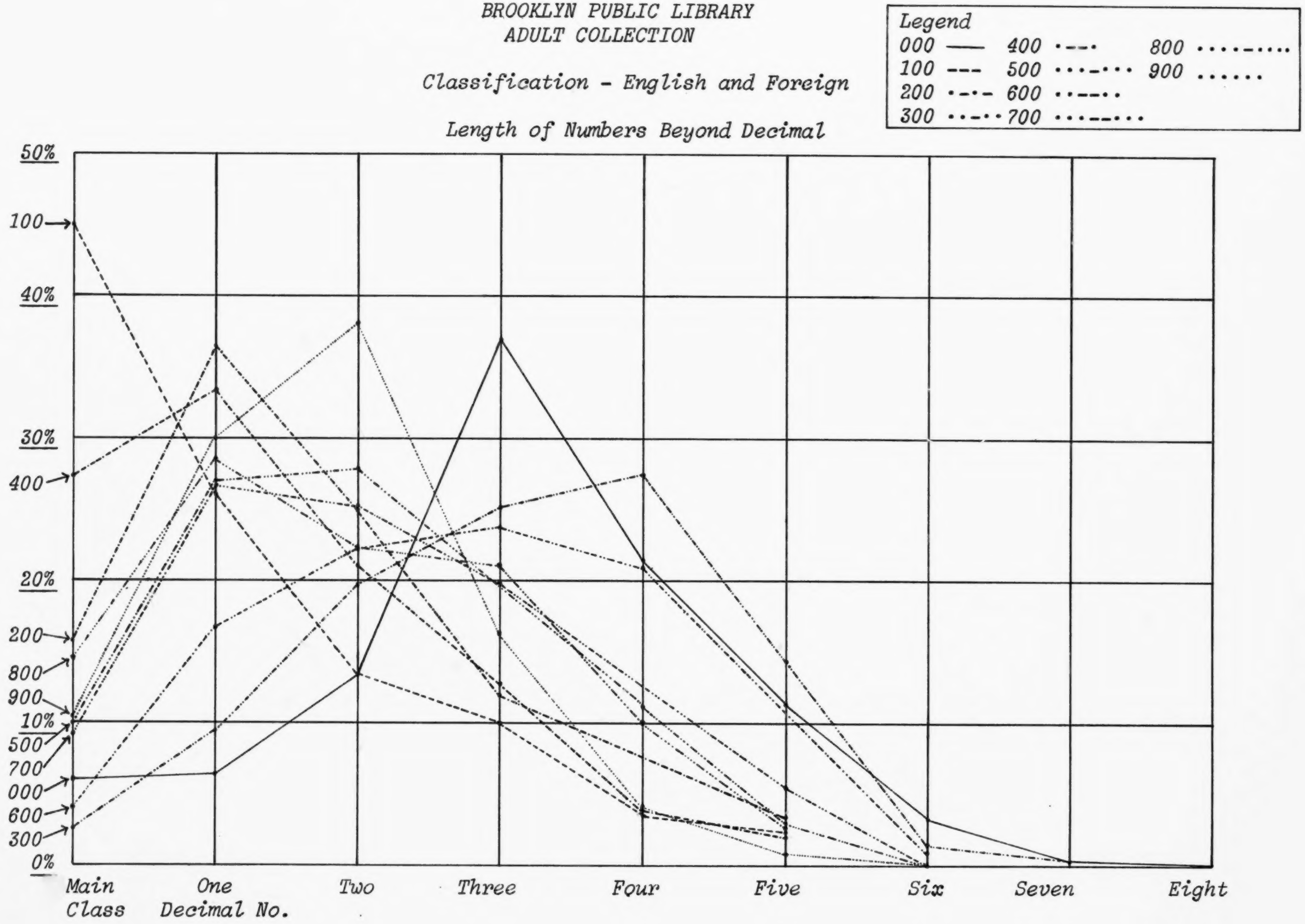
Branch	Main	One	Two	Three	Four	Total
Kings Highway	47.299	35.036	15.182	2.481	0.000	99.998
Sheepshead Bay	46.405	36.111	14.869	2.614	0.000	99.999
Mill Basin	46.891	36.234	14.209	2.664	0.000	99.998
Red Hook	45.974	37.923	13.347	2.754	0.000	99.998

Note: Main Class = Numbers to left of decimal point.

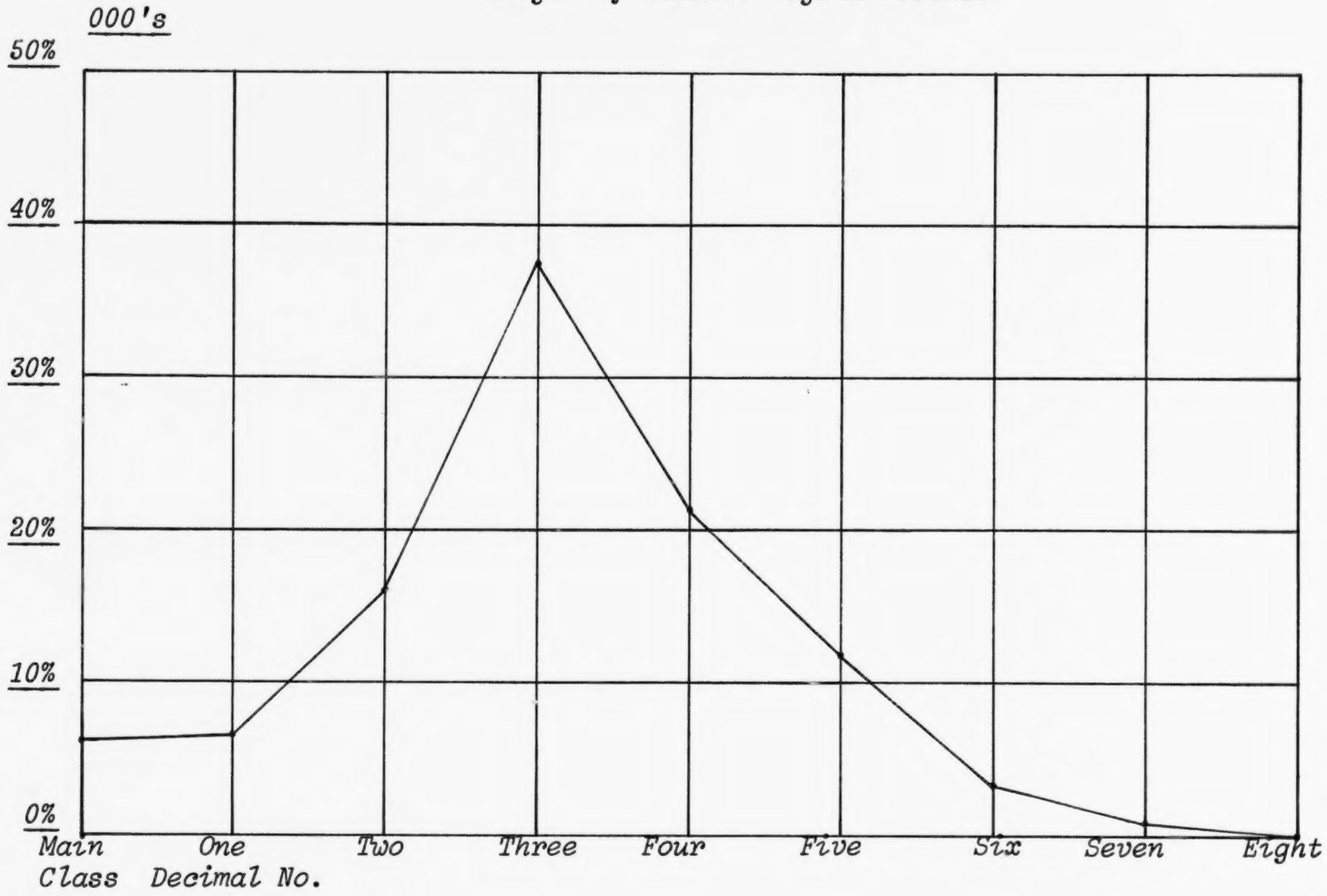
BROOKLYN PUBLIC LIBRARY
ADULT COLLECTION

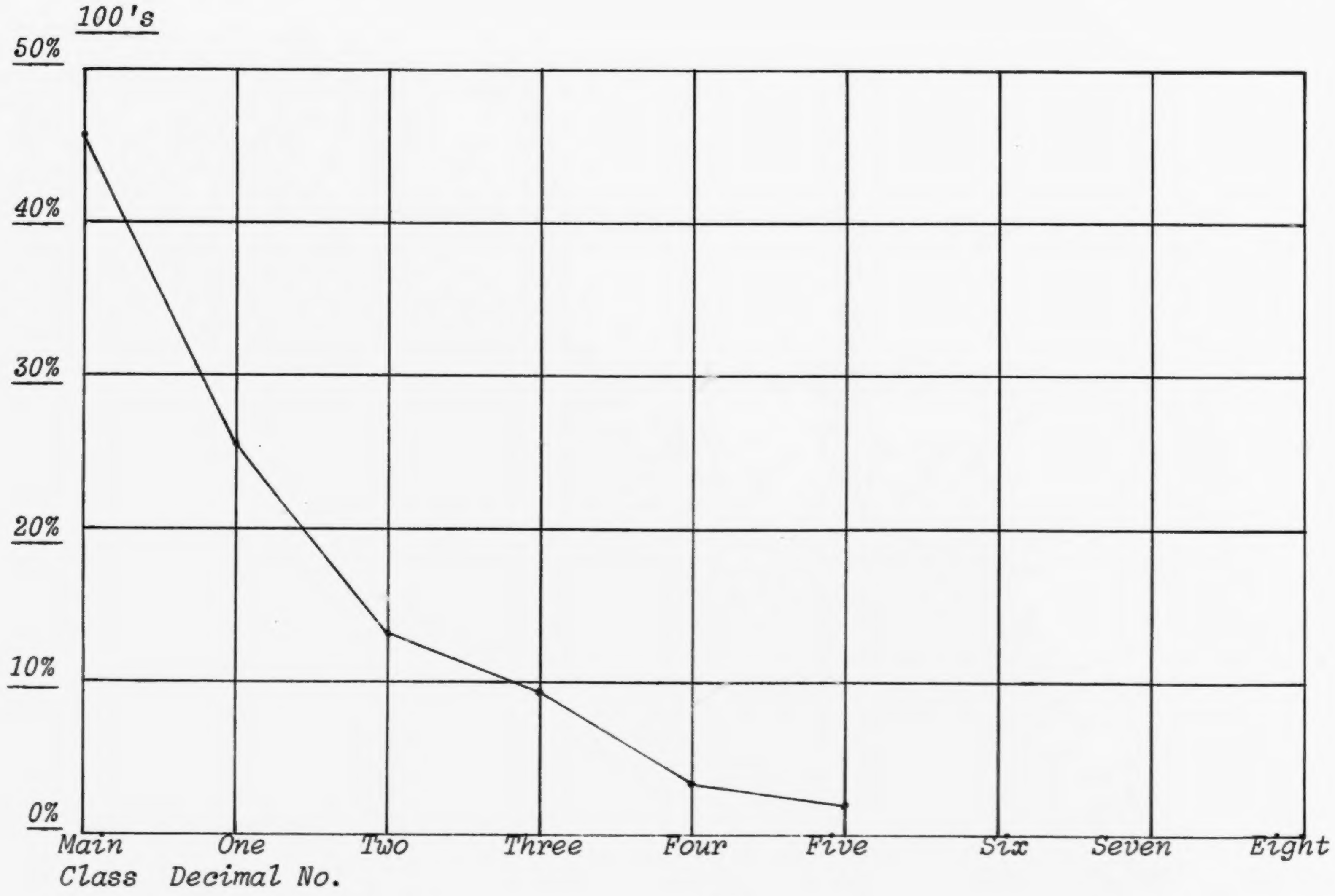
Classification - English and Foreign

Length of Numbers Beyond Decimal

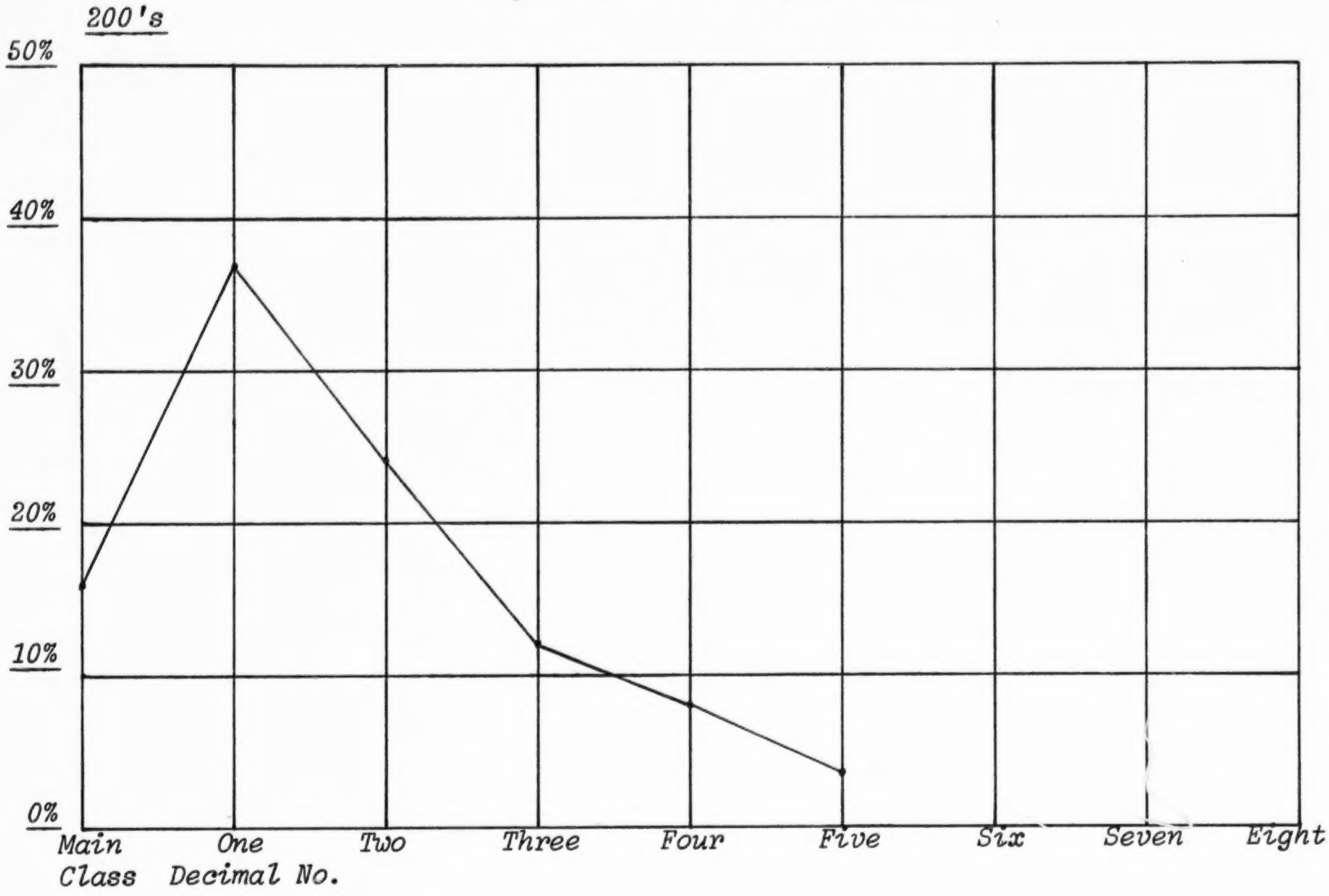


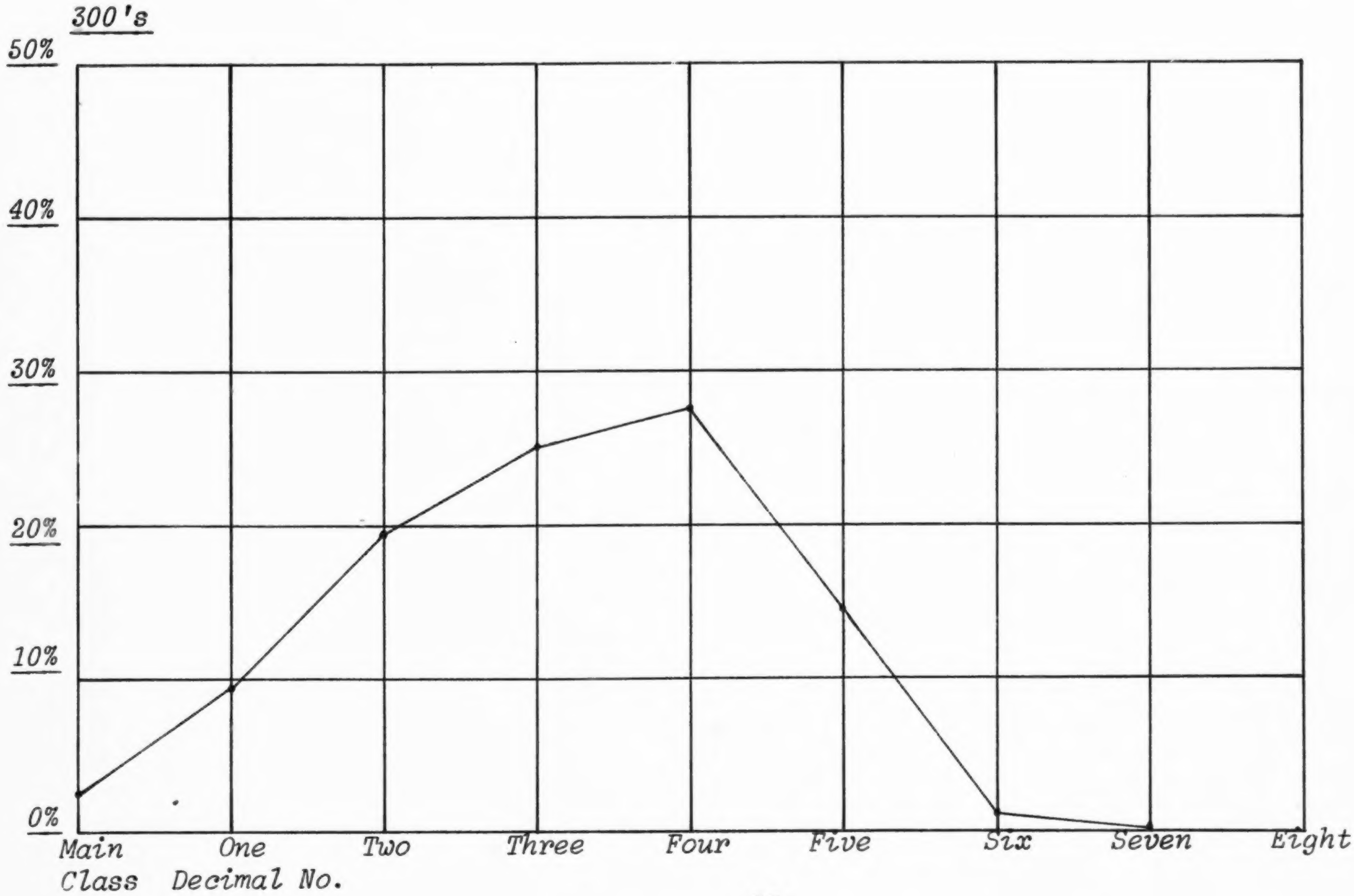
BROOKLYN PUBLIC LIBRARY
ADULT COLLECTION
Classification - English and Foreign
Length of Numbers Beyond Decimal





BROOKLYN PUBLIC LIBRARY
ADULT COLLECTION
Classification - English and Foreign
Length of Numbers Beyond Decimal





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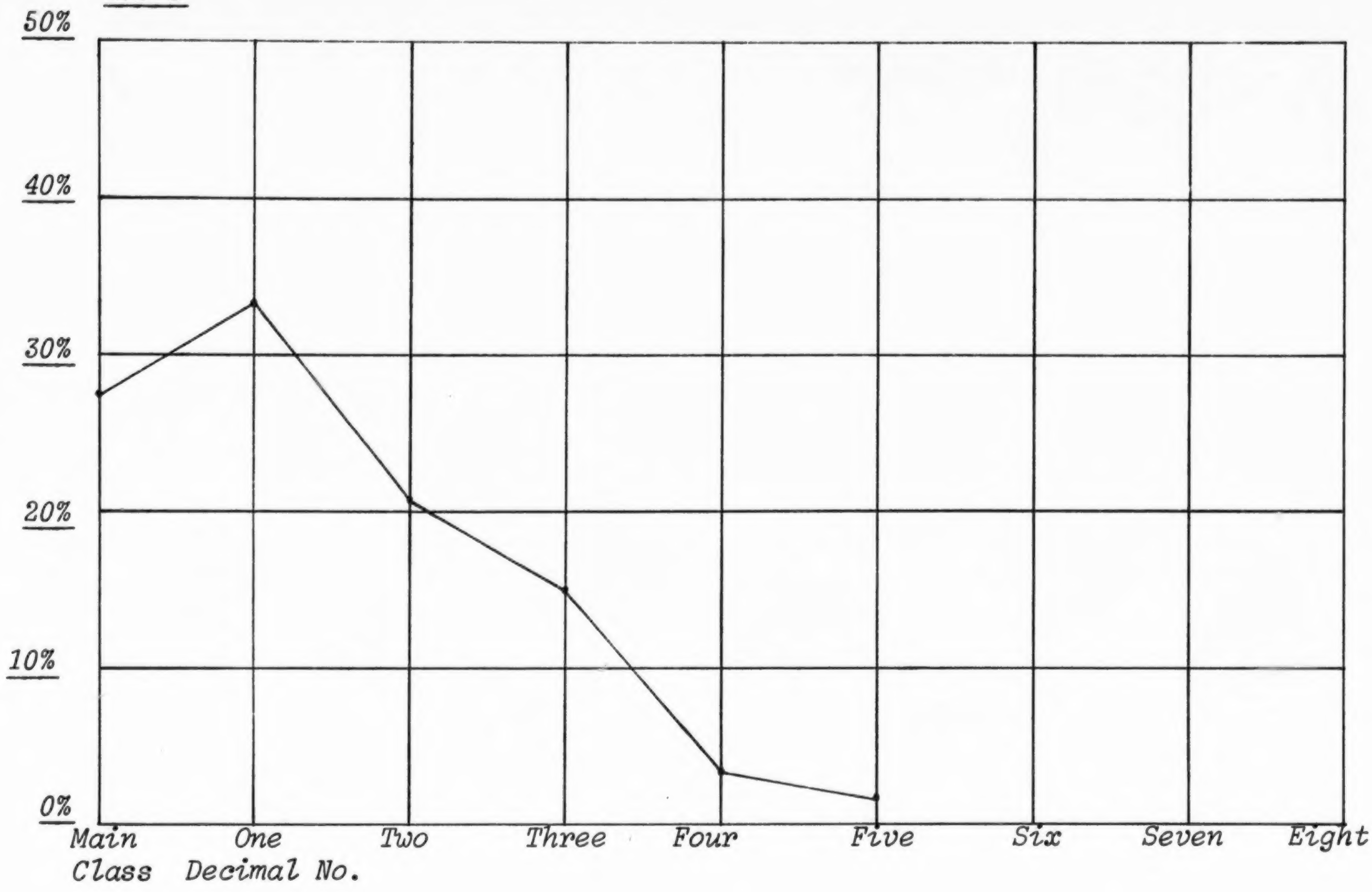
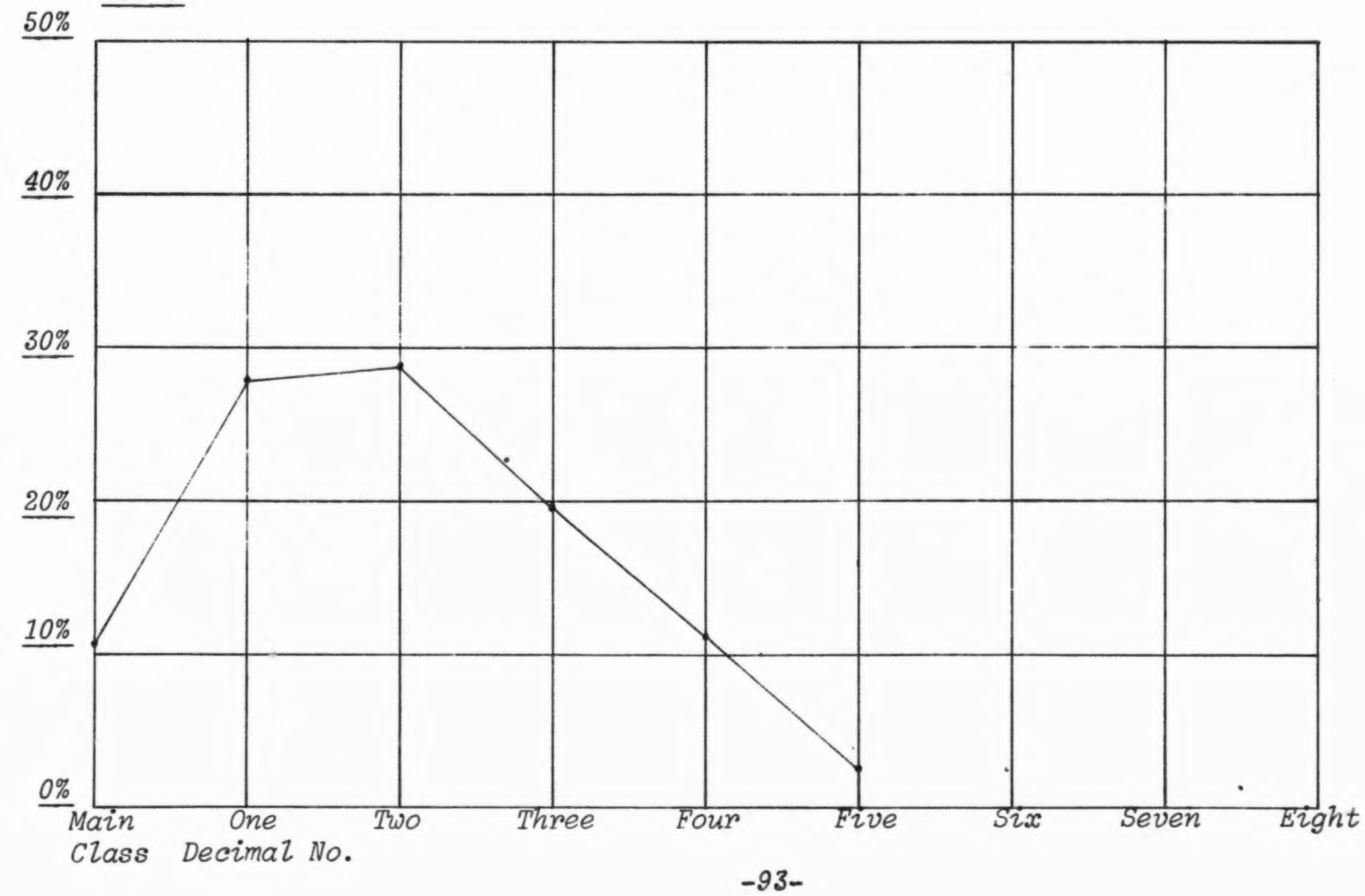
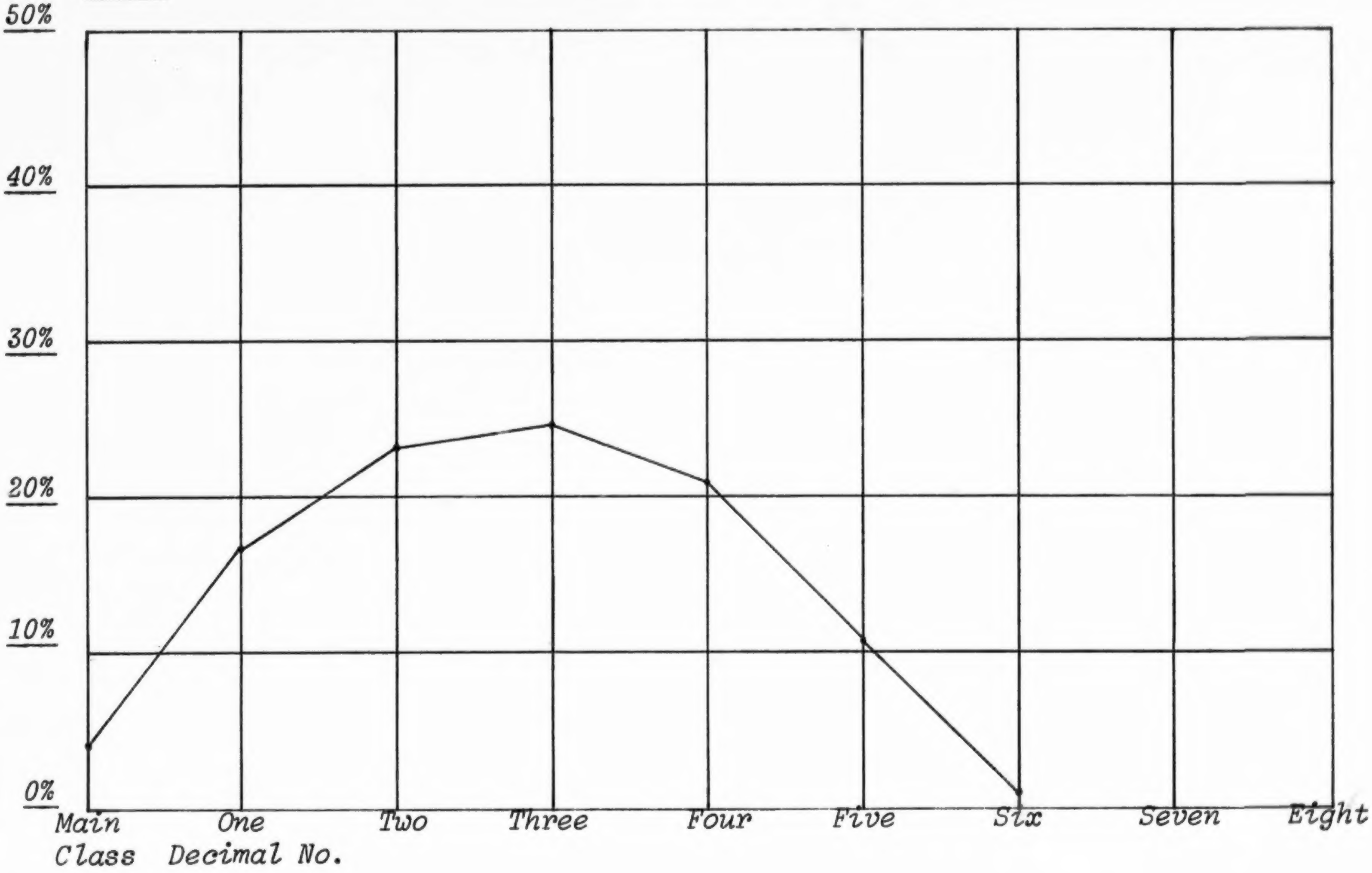
ADULT COLLECTION
Classification - English and Foreign
Length of Numbers Beyond Decimal


400's

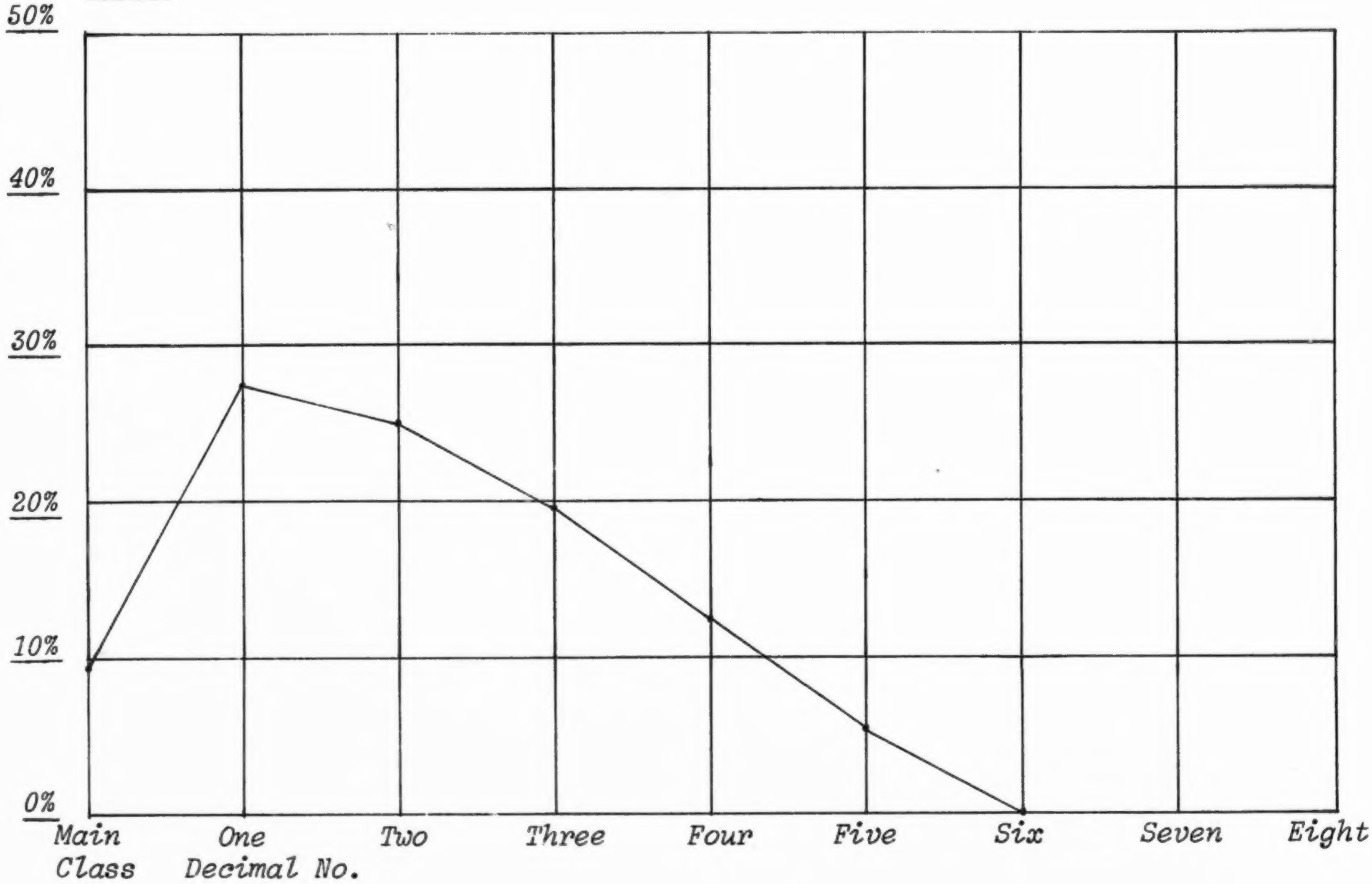

500's

BROOKLYN PUBLIC LIBRARY
ADULT COLLECTION
Classification - English and Foreign
Length of Numbers Beyond Decimal

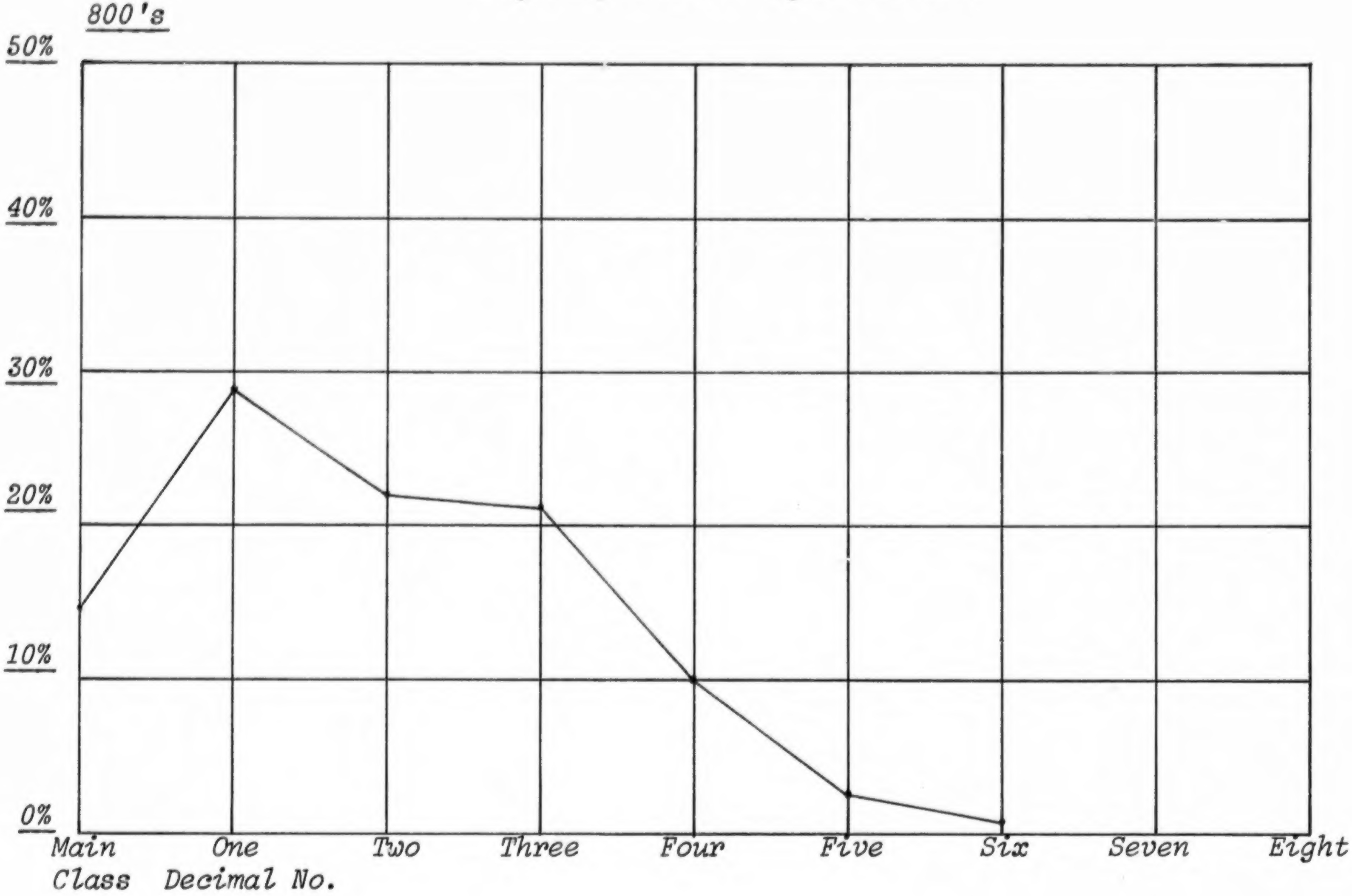
600's

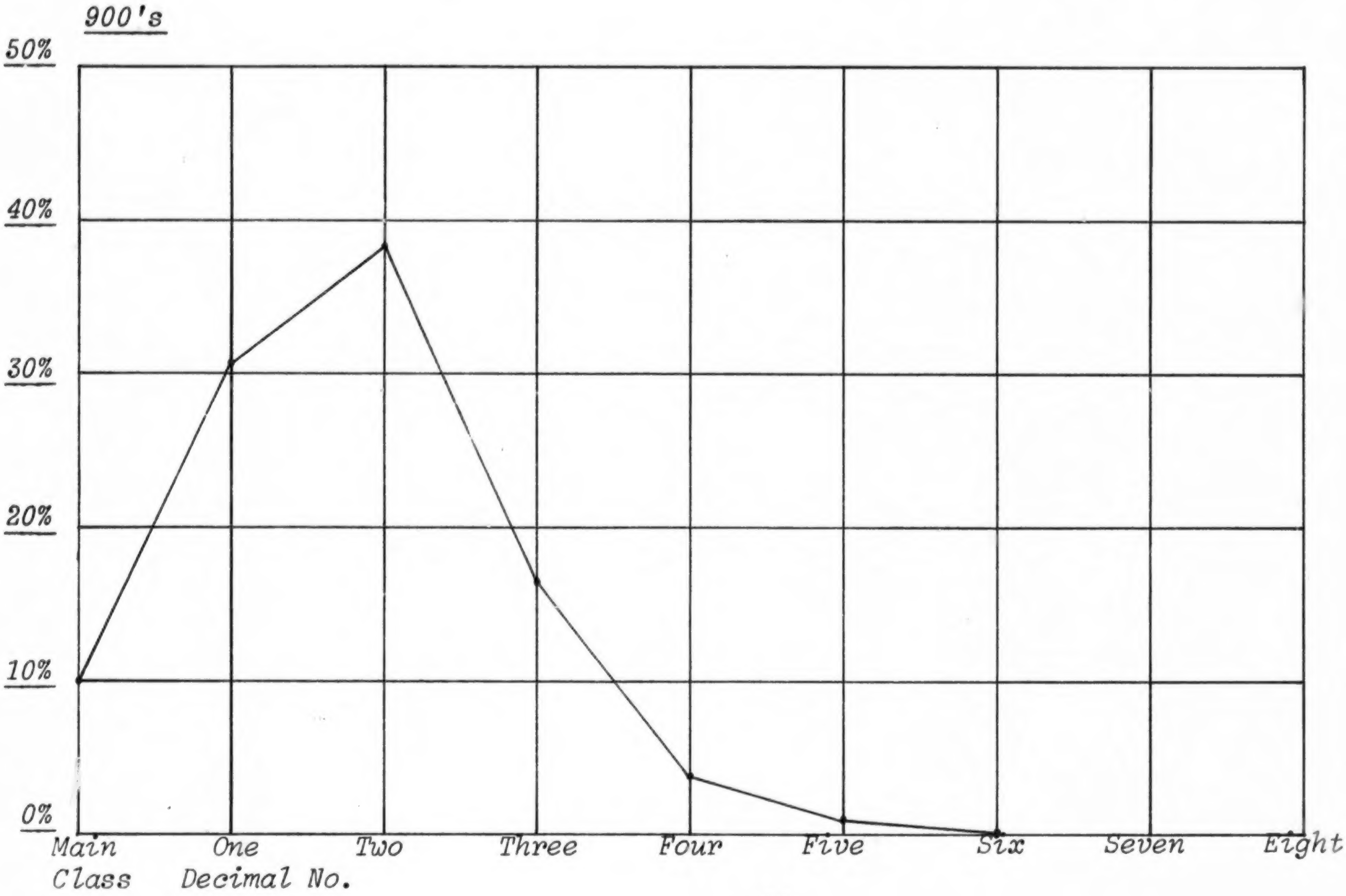


700's



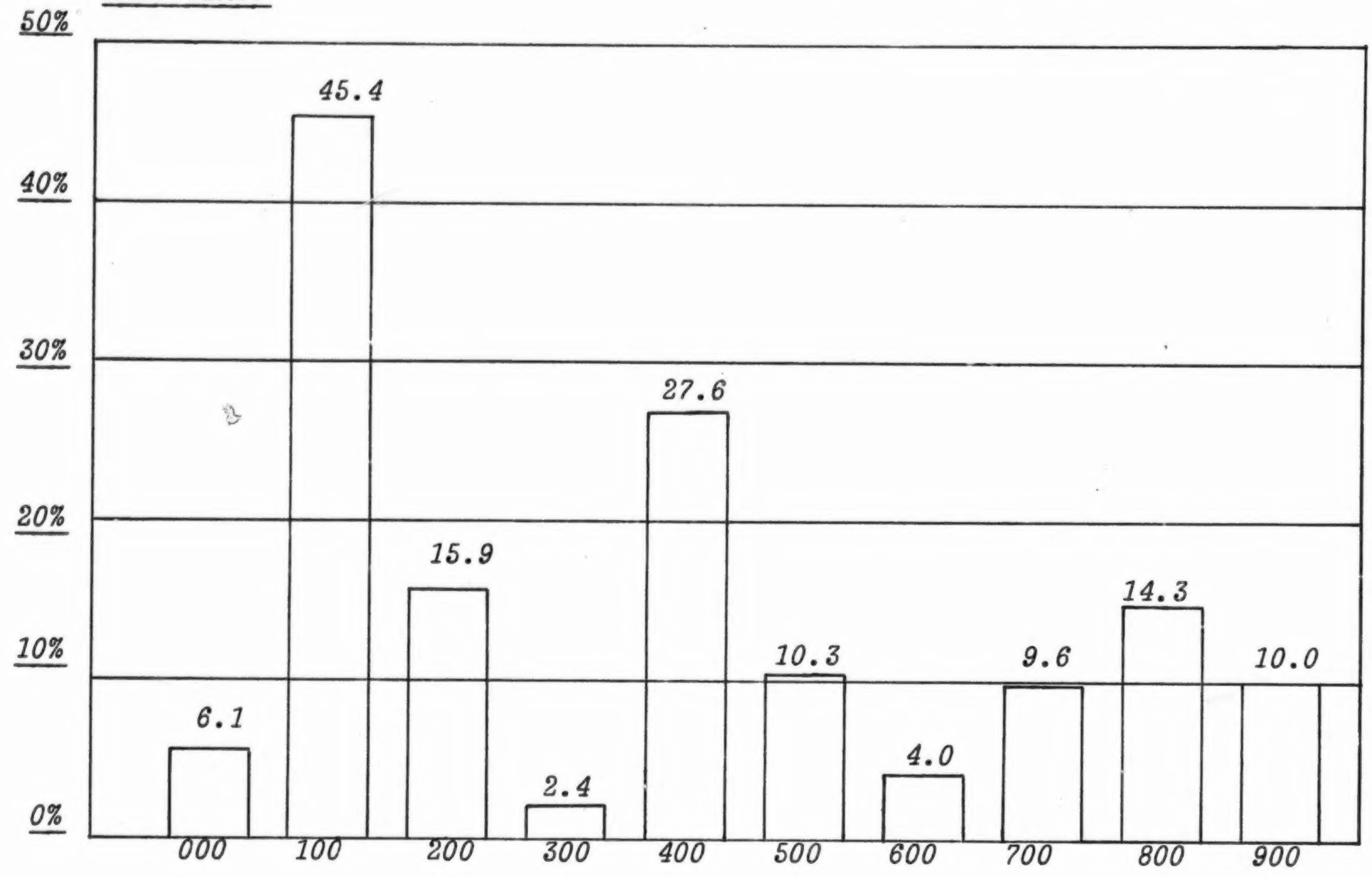
BROOKLYN PUBLIC LIBRARY
ADULT COLLECTION
Classification - English and Foreign
Length of Numbers Beyond Decimal



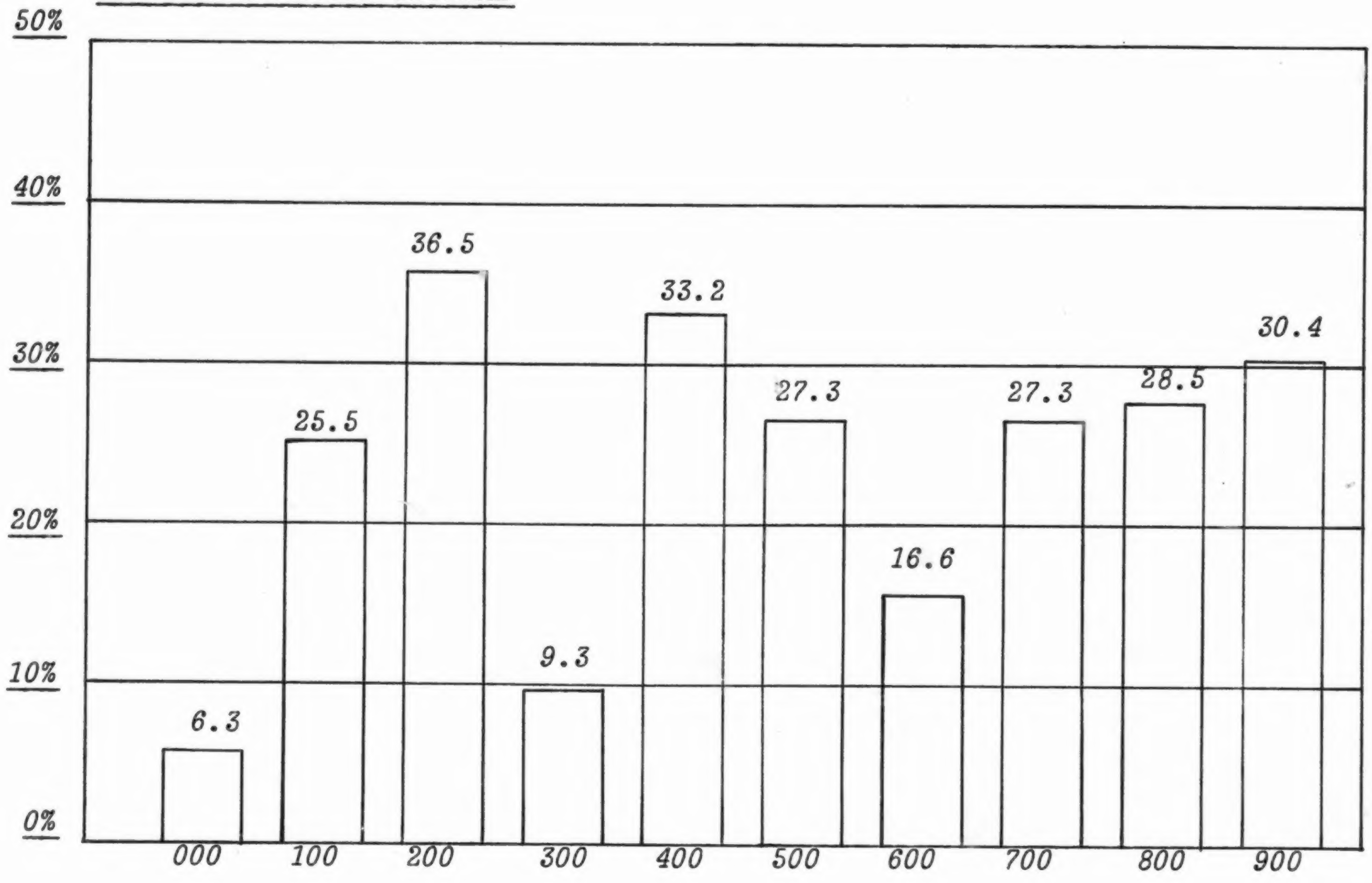


BROOKLYN PUBLIC LIBRARY
ADULT CLASSIFICATION-ENGLISH AND FOREIGN
Percentage of Total Numbers

MAIN CLASS

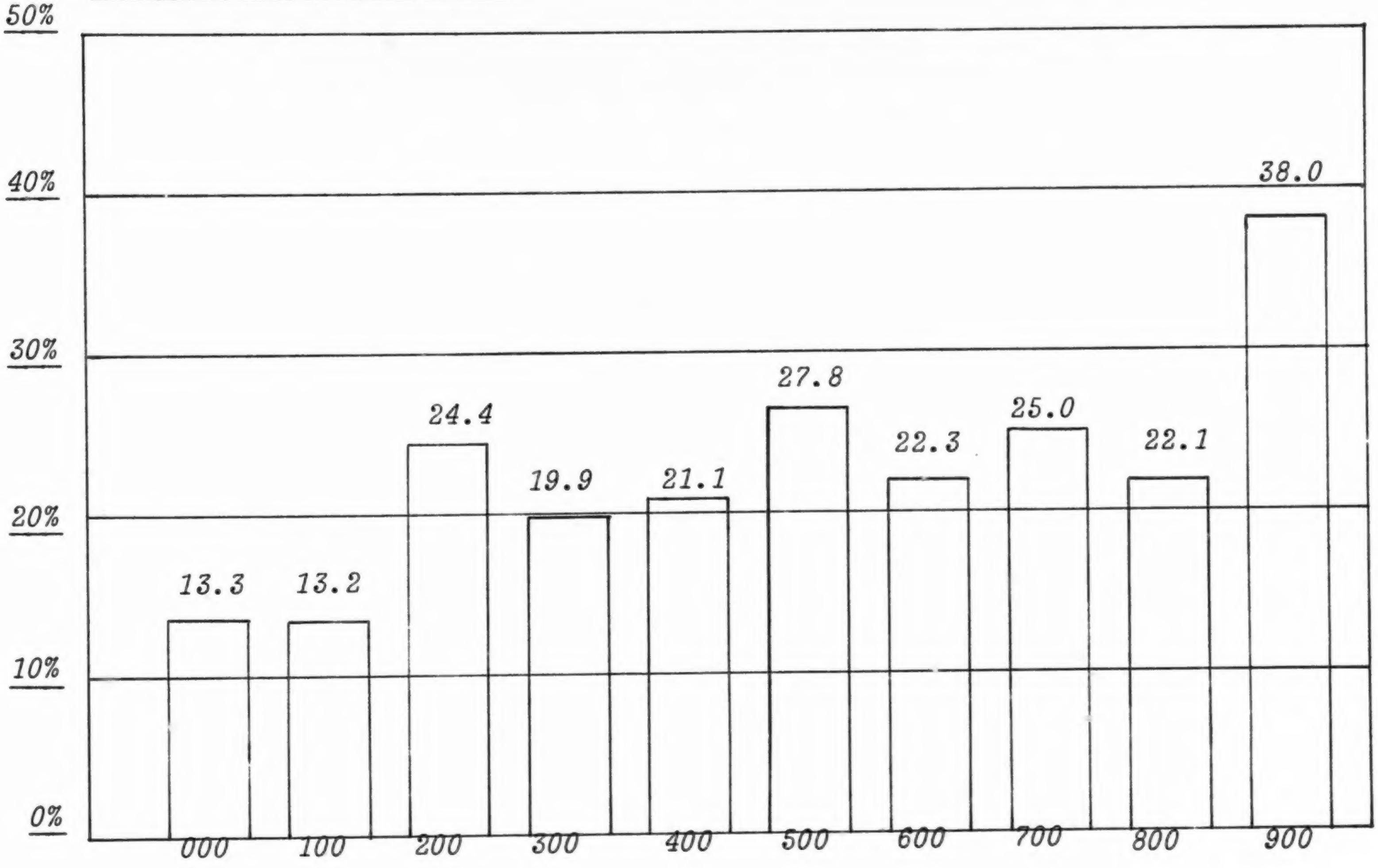


ONE NUMBER BEYOND DECIMAL

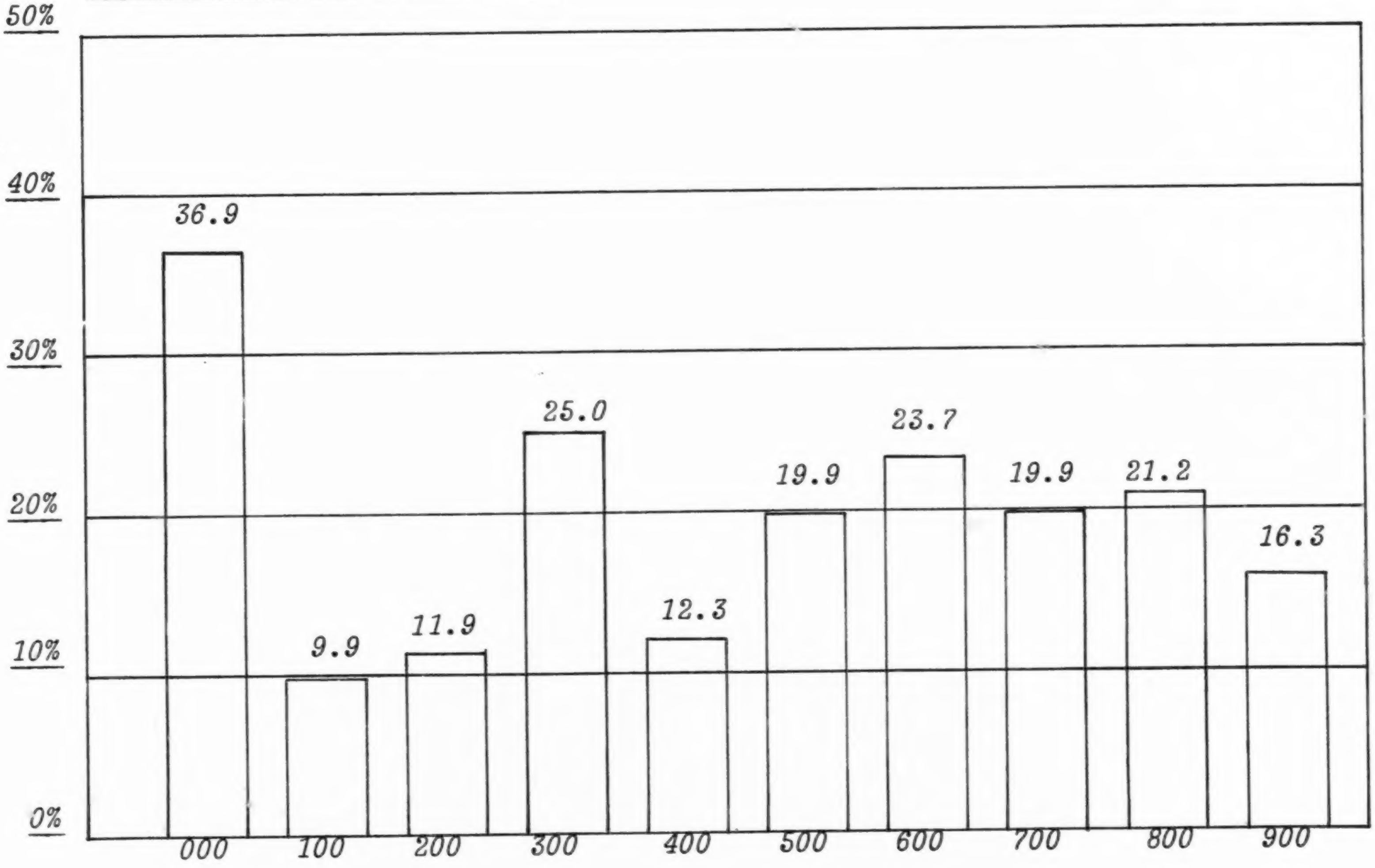


BROOKLYN PUBLIC LIBRARY
ADULT CLASSIFICATION-ENGLISH AND FOREIGN
Percentage of Total Numbers

TWO NUMBERS BEYOND DECIMAL

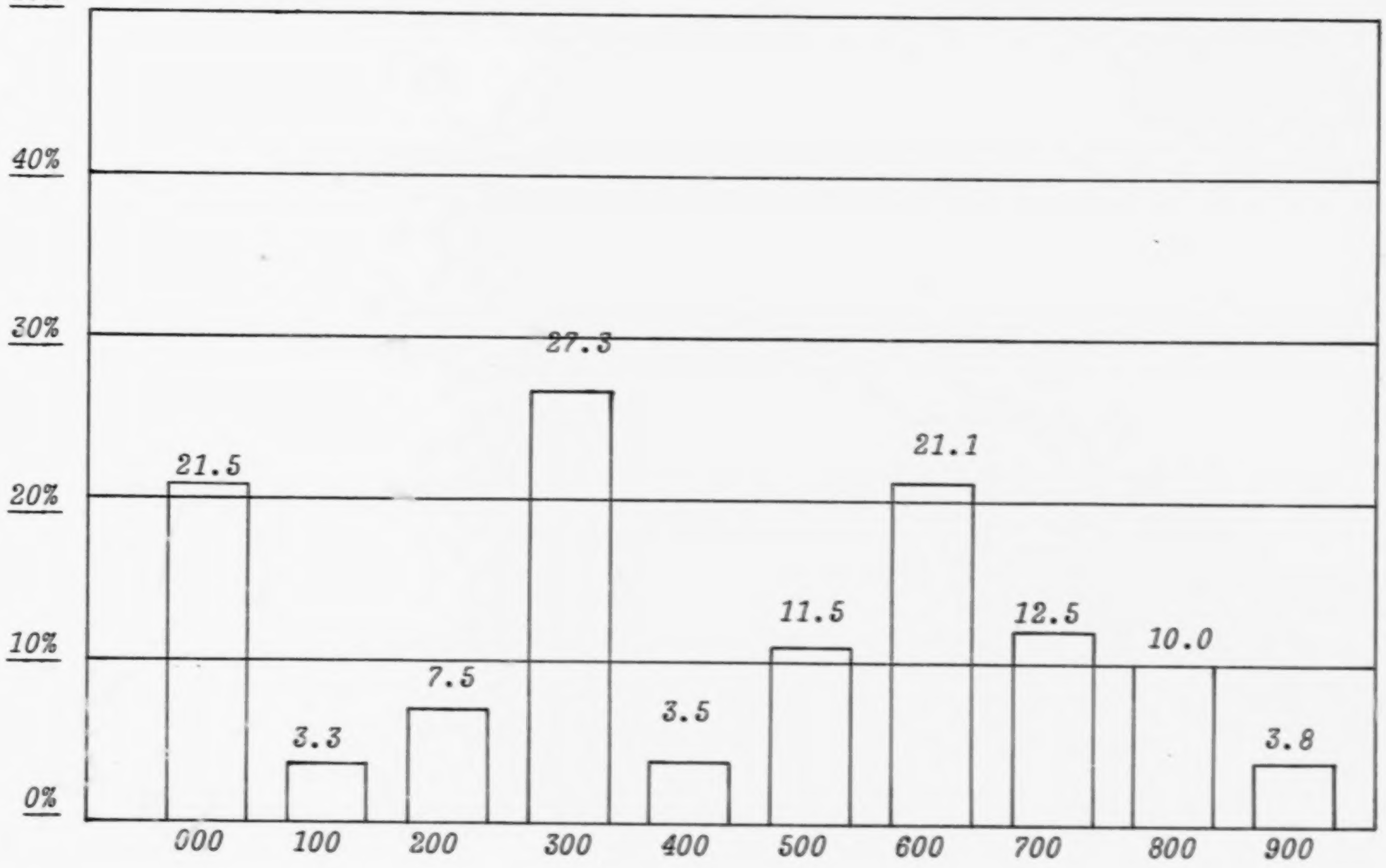


THREE NUMBERS BEYOND DECIMAL

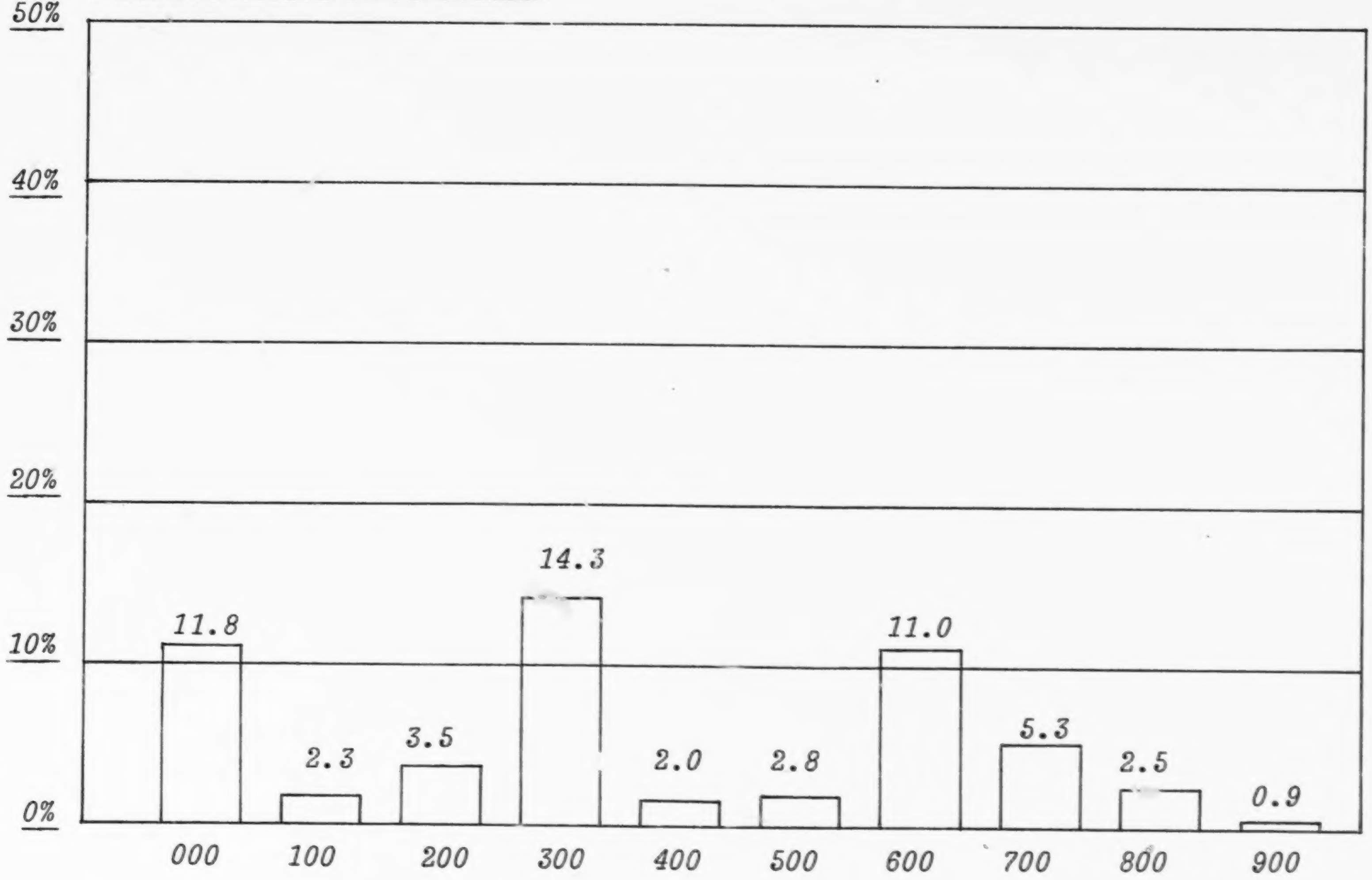


BROOKLYN PUBLIC LIBRARY
ADULT CLASSIFICATION-ENGLISH AND FOREIGN
Percentage of Total Numbers

FOUR NUMBERS BEYOND DECIMAL

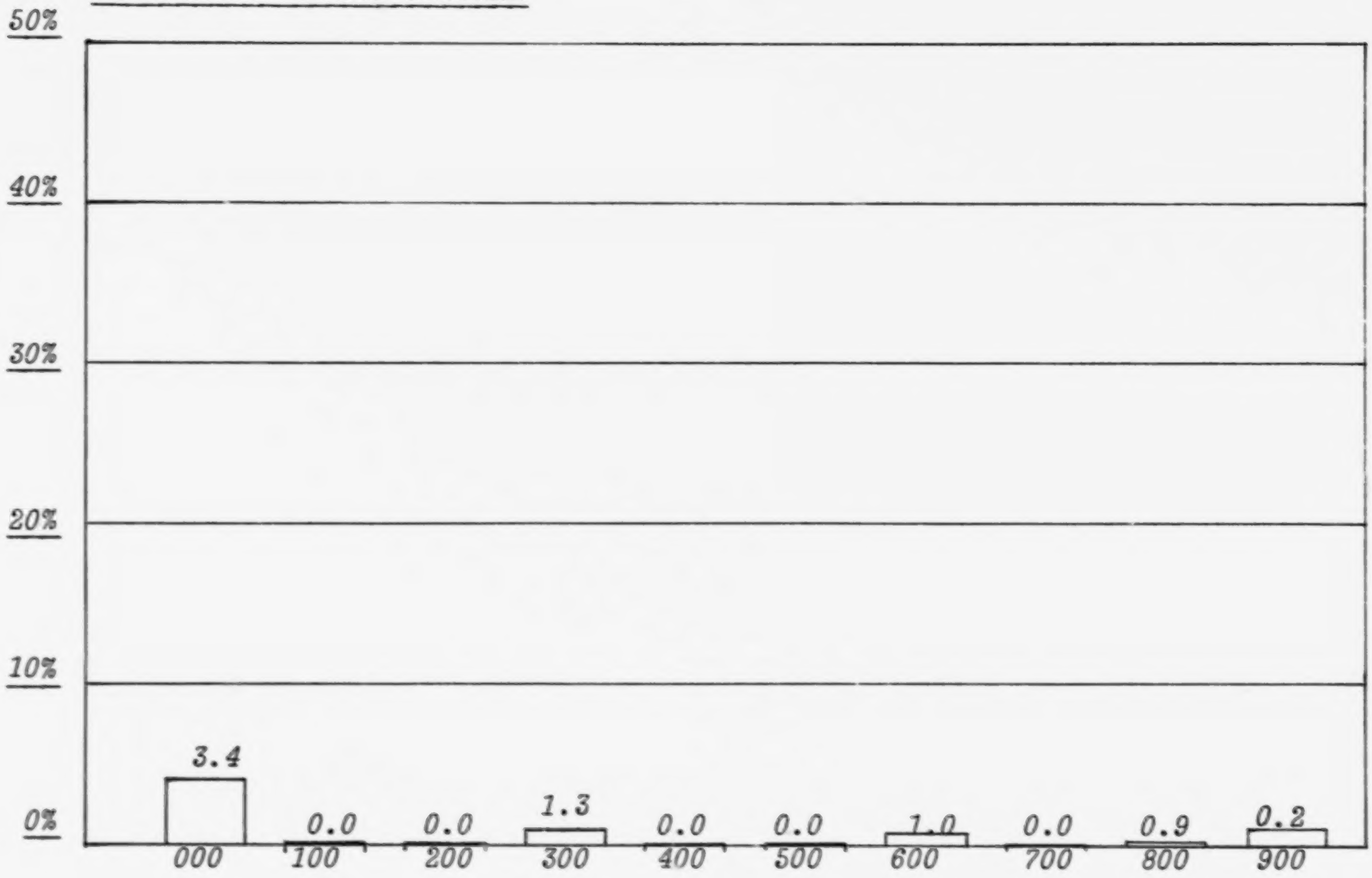


FIVE NUMBERS BEYOND DECIMAL

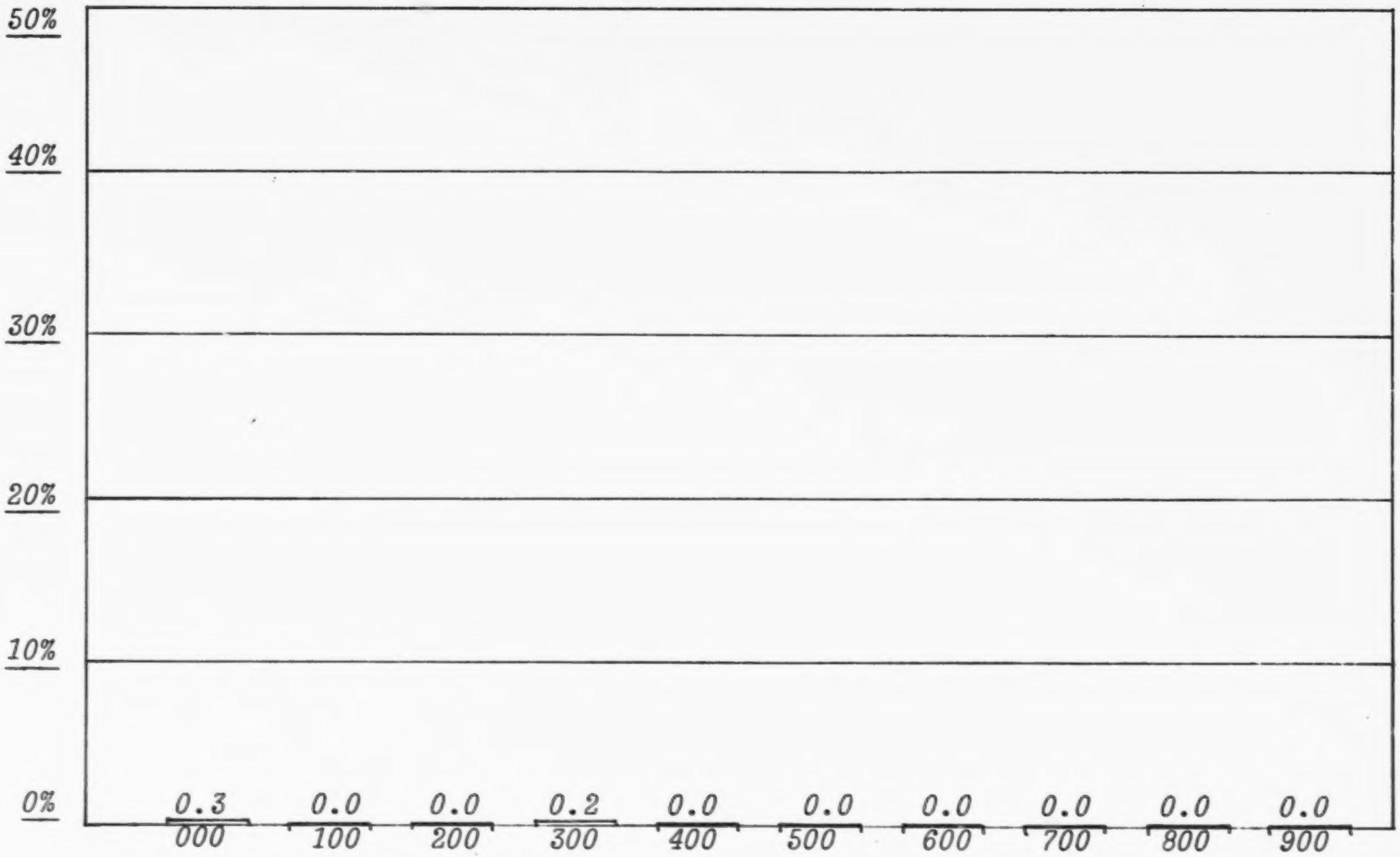


BROOKLYN PUBLIC LIBRARY
ADULT CLASSIFICATION-ENGLISH AND FOREIGN
Percentage of Total Numbers

SIX NUMBERS BEYOND DECIMAL

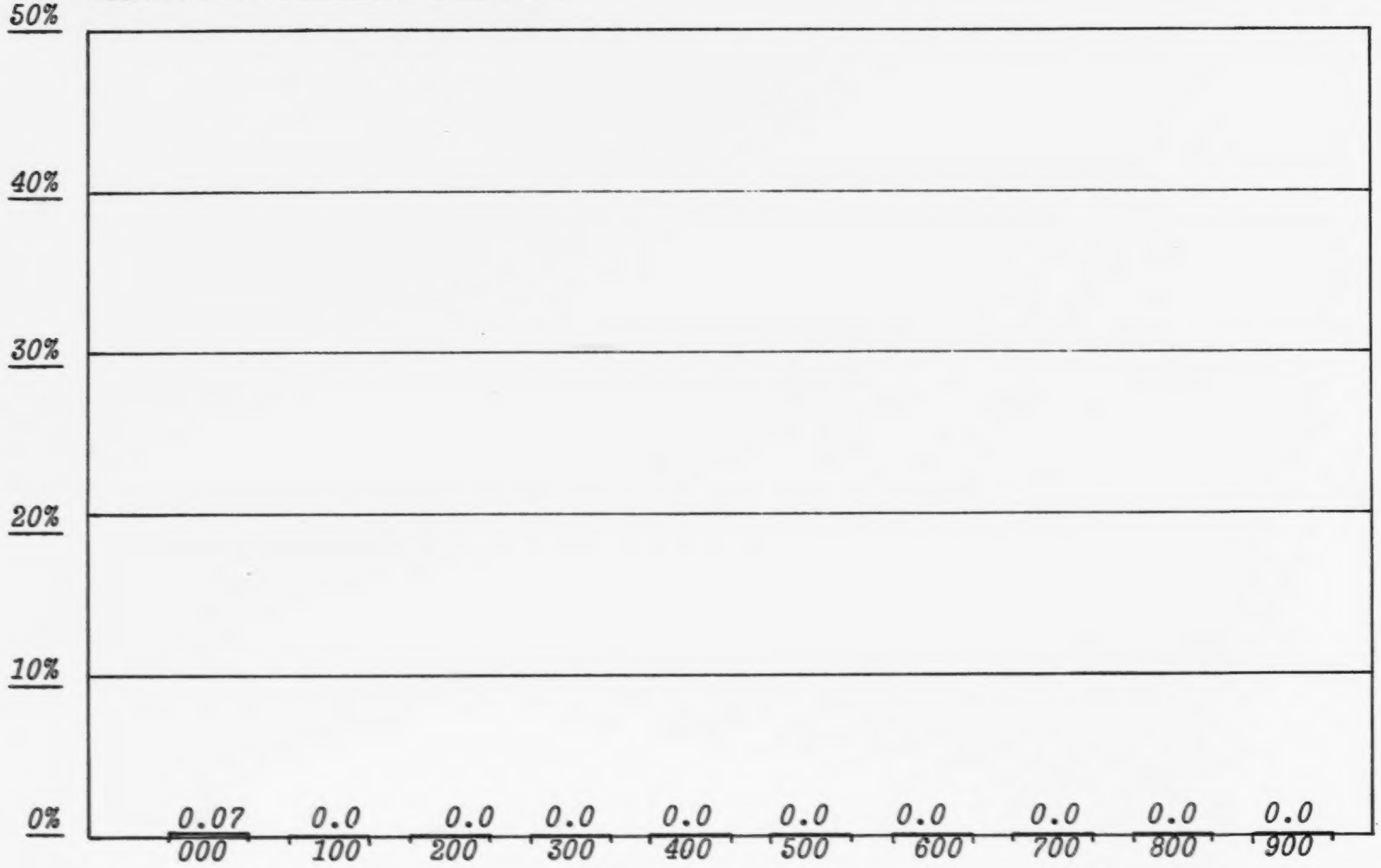


SEVEN NUMBERS BEYOND DECIMAL

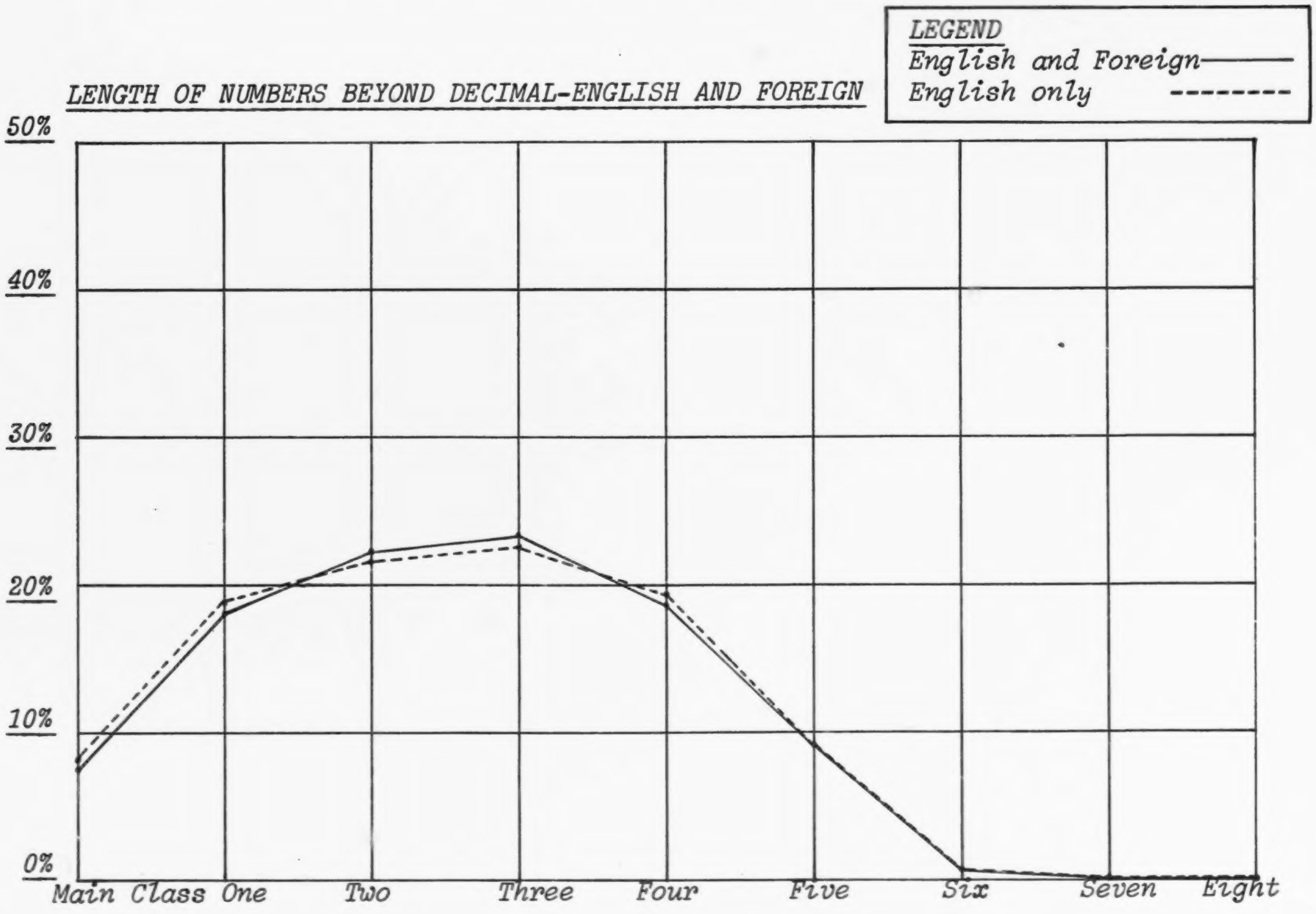


BROOKLYN PUBLIC LIBRARY
ADULT CLASSIFICATION-ENGLISH AND FOREIGN
Percentage of Total Numbers

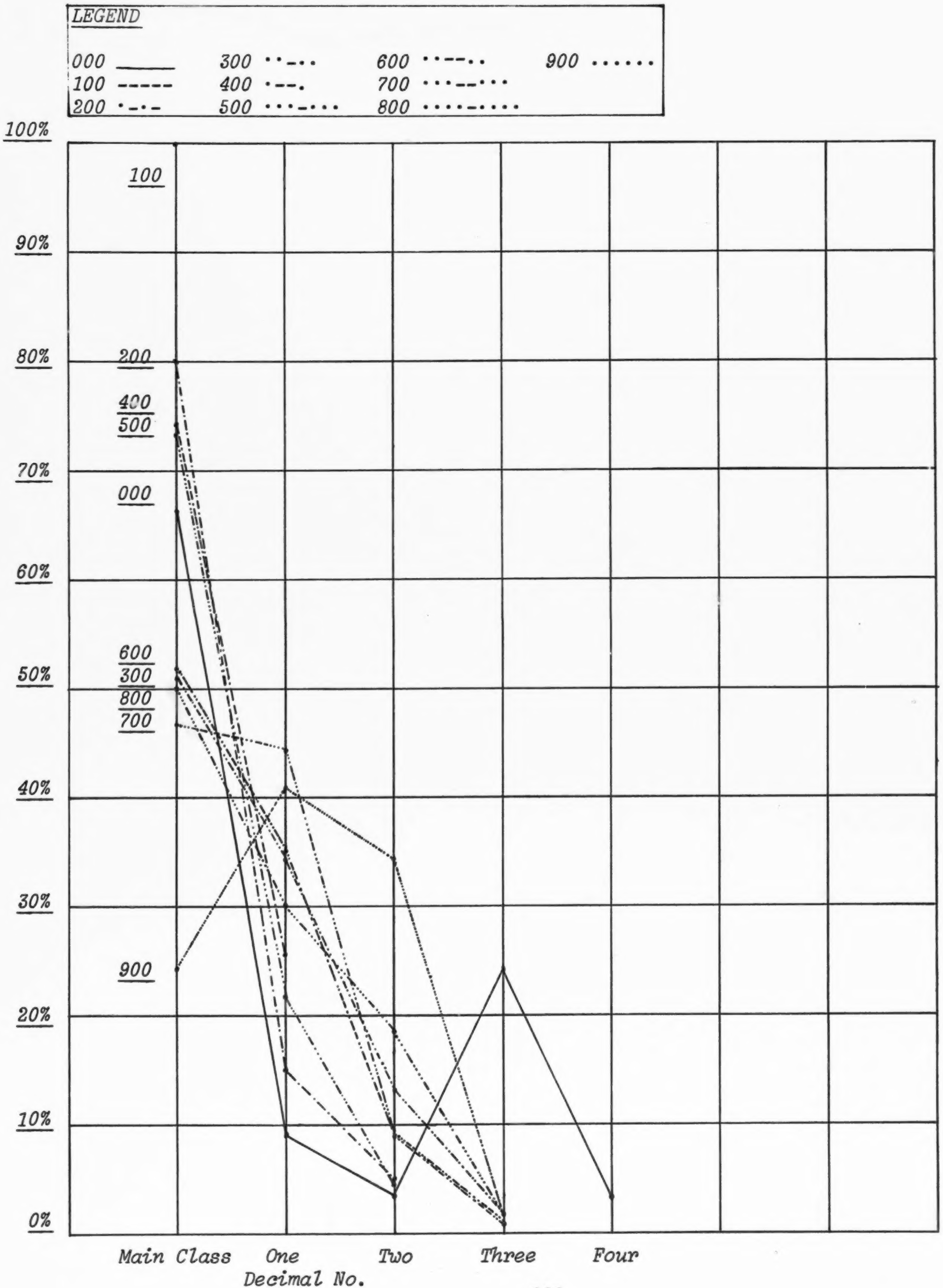
EIGHT NUMBERS BEYOND DECIMAL



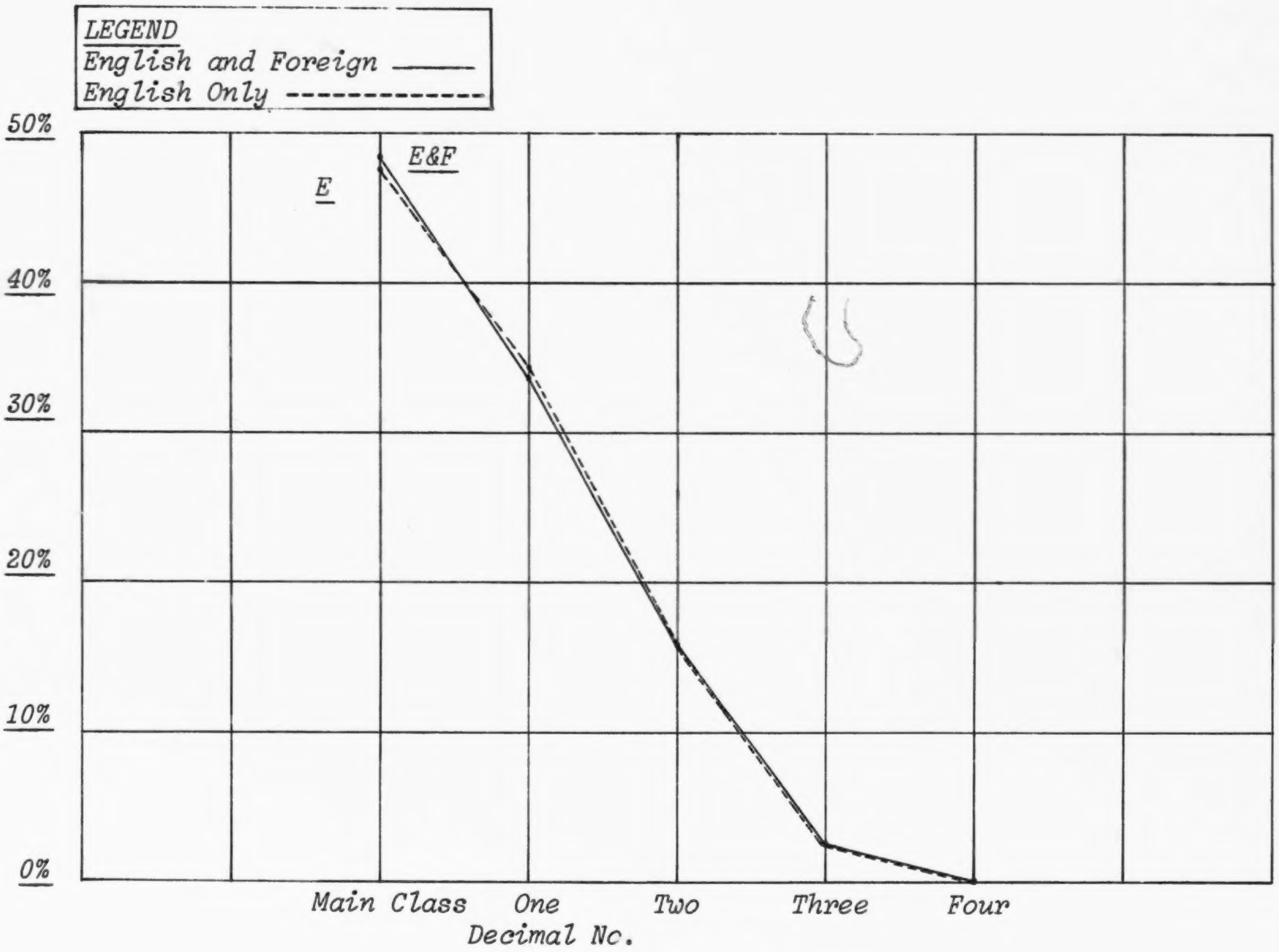
LENGTH OF NUMBERS BEYOND DECIMAL-ENGLISH AND FOREIGN



BROOKLYN PUBLIC LIBRARY
JUVENILE COLLECTION
Classification - English and Foreign
Length of Numbers Beyond Decimal



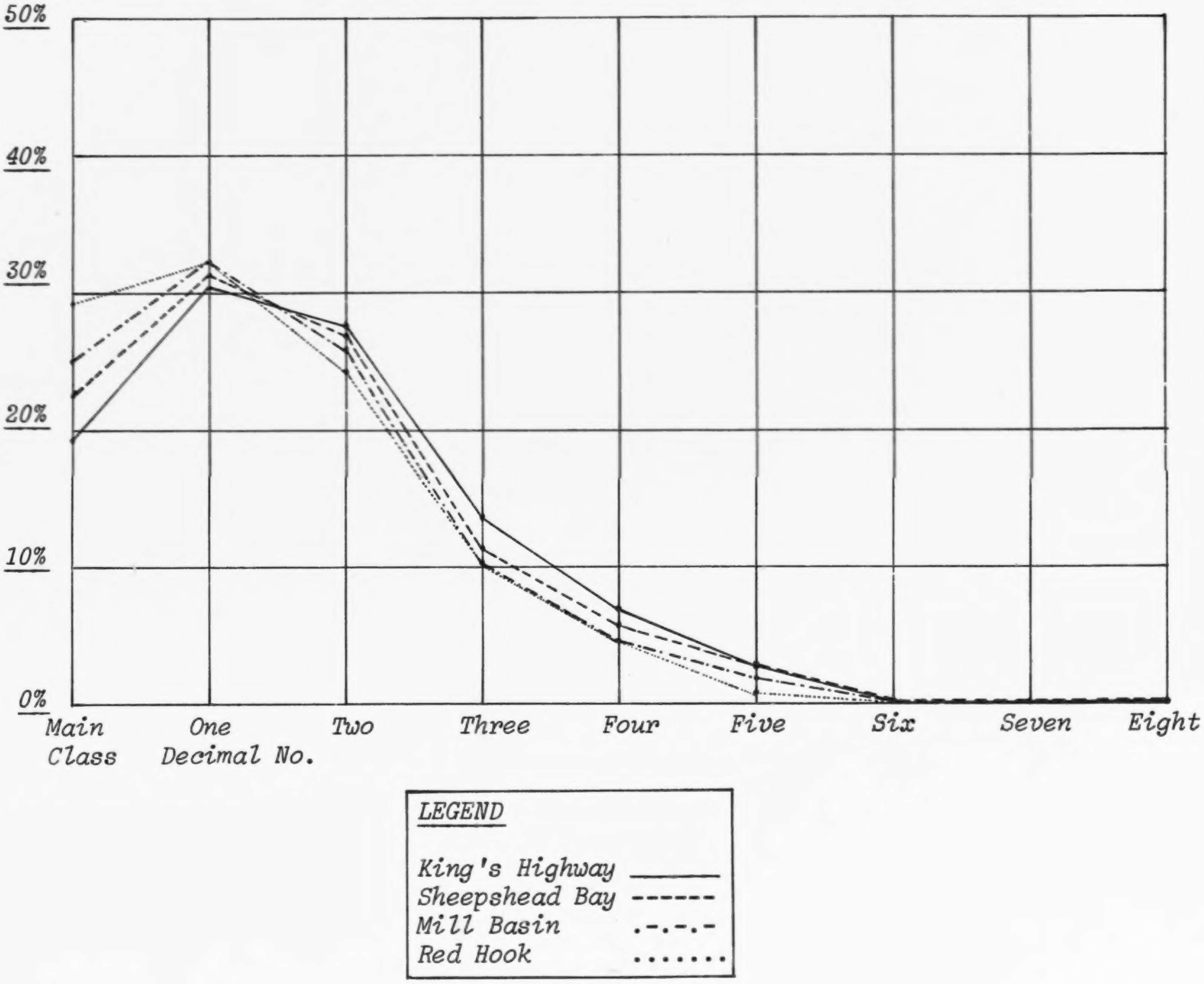
BROOKLYN PUBLIC LIBRARY
JUVENILE COLLECTION-CLASSIFICATION
Length of Numbers Beyond Decimal



BROOKLYN PUBLIC LIBRARY
FOUR TYPICAL BRANCH ADULT COLLECTIONS
Length of Classification Numbers
Beyond Decimal Point
000's-900's

Branch	Total Class Numbers	Total Titles in 000-900 Branch Collection	Total Titles* in Adult Collection	Total Vols* in Adult Collection
King's Highway	3316	18637	26412	39947
Sheepshead Bay	2145	9215	15640	19324
Mill Basin	1562	5243	9963	10537
Red Hook	897	2287	3887	4276

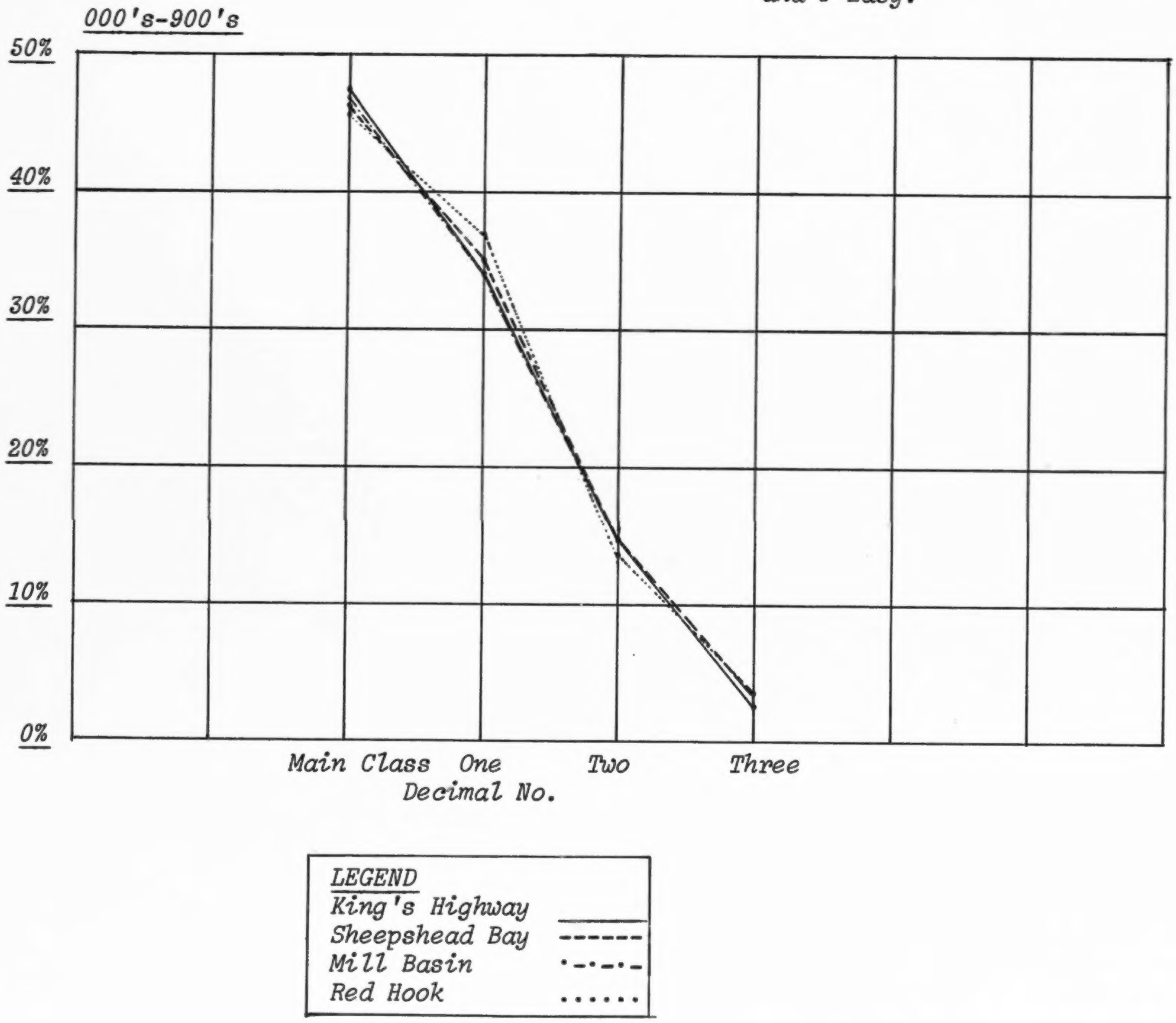
*Includes Fiction and Biography.



BROOKLYN PUBLIC LIBRARY
FOUR TYPICAL BRANCH JUVENILE COLLECTIONS
Length of Classification Numbers Beyond Decimal Point

Branch	Total Class Numbers	Total Titles in 000-900 Branch Collection	Total Titles* in Juvenile Collection	Total Volumes* in Juvenile Collection
King's Highway	685	4323	9552	24309
Sheepshead Bay	612	3328	8378	14695
Mill Basin	563	2991	6826	10693
Red Hook	472	1771	3771	5824

*Includes Fiction, Biography, and J-Easy.


000's-900's

XI

TEACHING AIDS AND METHODS: CURRENT AVAILABILITY AND NEED

Ruth H. Rockwood
Associate Professor, Florida State University, Library School

The first need in teaching classification is a basic plan and set of goals. The first class session should be devoted to goals, procedures to achieve them, and problems which are apt to arise. Several schools begin the course with bibliographical citation, some with classification, and one with descriptive cataloging. The students' greatest need is for theory and principles. Perhaps an interdisciplinary approach would be valuable. (DISCUSSION: Yes, the interdisciplinary approach would be helpful. It has not been much used by the group. Palmer's (32) Itself an education has been useful. It is wise to let students read Gore's articles and discuss them. Such exposure helps clarify ideas and provide motivation. Wesley Simonton asked if anyone had experimented with using BPR.)

Practice collections are something which should be discussed. They are a lot of work. Selection is a problem and also analysis of numbers. Some student "errors" are problems of style and others are serious--students don't differentiate. (DISCUSSION: Wesley Simonton asked where some money could be gotten to have someone make up a practice collection.)

Programmed books, such as the one by Batty (1) may be useful, especially in the areas of filing and number building. Some schools duplicate pages of Dewey so the whole volume need not be carried to each class session. There are few commercial teaching tools, especially transparencies, available. Perhaps this is something which could be worked on by the group. A computer filing problem has been used at Denver and has been a successful teaching aid. One of the useful results of these meetings is more exchange of information among those teaching classification.

Basic to a consideration of teaching aids and methods is the development of a plan for their use. Outstanding aids, inappropriately used, or the best of methods, if unsuitable in a particular situation, avail little in the teaching of classification.

For this reason, a set of teaching principles has first been proposed, and is followed by the suggested application of these principles to the teaching of classification.

Methods are discussed in relation to the application of these teaching principles to the teaching of classification, while resources, printed and audio-visual, are treated in a separate section.

The section on "Problems and Needs" raises questions for consideration by the group and suggests some possible research projects which might yield additional and needed basic information concerning the relative merits of accepted pedagogical methods as applied to the field of teaching classification.

A bibliography of resources concludes the paper.

A Set of Teaching Principles

Teaching may be viewed as an art which deals with the interaction of human beings. The successful practice of this art seems to depend, in part, upon the personality of the teacher and, in part, upon the observance of certain basic principles of teaching. Among the basic principles which have been identified as significant are the following:

1. There should be clearly defined goals.
   Both the ultimate goals and the immediate goals should be established and clearly understood, not only by the teacher but by the students as well. A sense of purpose is an important requisite to successful learning.

2. The work should be carefully planned in light of the goals enumerated.
   The preparation for the course should encompass the whole term. The ground to be covered should be explained to the students at the beginning of the term, and the relationship of each planned task to the over-all objectives should be clear.

3. A favorable climate of learning must be provided.
   The favorable climate means many things. It means that there is a group feeling of working together, a sense not only of cooperation but of participation. It means that there is a certain excitement of discovery, of opening new doors, of pushing back frontiers of knowledge.

4. The psychological tenets of learning should be followed.
   Learning, according to the psychologists, involves readiness, motivation, guidance, practice and reinforcement. The individuals in even a so-called homogeneous group will have different backgrounds of experience, varying interests and personal goals. In order to allow for these differences in the learners the program must be flexible. A too rigid program will restrain some students and leave others far behind.

   Motivation when intrinsic is more effective than extrinsic motivation, but extrinsic motivation has its place. The teacher, by knowing the subject well, by liking the subject, by believing in its value and interest, by relating it, through the use of his own wide reading and knowledge, to other areas, can do much to stimulate students. This stimulation could provide extrinsic motivation and also, by pointing out relationships, direct intrinsic motivation toward the task in hand.

Guidance may be provided by assigning tasks which move toward the unknown from the known, by showing how each task relates to the goal.

Wise encouragement at the right moment and reviews of both content and processes at strategic intervals will provide not only practice but reinforcement as well.

5. Varied and modern instructional methods and materials should be used.

The methods must be varied to increase interest and must be appropriate to the situation, for the effectiveness of a particular method depends upon the immediate goal, whether the immediate goal is to present information, teach a skill, or develop an attitude. Thus lectures, readings, the use of audio-visual materials, class discussions and reports, demonstrations, and laboratory work all have a place in the teaching-learning situation.

6. There should be periodic evaluations of the learning.

Evaluation itself is a learning experience for the students, for evaluation relates the parts to the whole and provides a sense of accomplishment. Evaluation is a learning experience for the teacher as well, for evaluation reveals the success or failure of the teaching and indicates both the direction and the need for any reconsideration of goals, methods, or the use of materials. Effective evaluation involves positive and creative questions aimed at strengthening understanding and integrating knowledge.

That such evaluation needs to be periodic is really apparent, for it profits a student little to find out at the end of a term that he has failed to understand the course goals or to achieve these goals. The teacher, too, needs these periodic evaluations for they serve as guide posts along the way toward more effective learning.

It is a basic hypothesis of this paper that (1) classification, as presently taught, is not adequately successful; and (2) a part of the reason for this may be a general failure to adhere sufficiently to the significant principles of teaching outlined. The difficulty seems to be as much the nature of the subject as the manner of its teaching.

That the teaching of classification is not adequately successful is evidenced by the relatively greater shortage of cataloging and classification specialists as opposed to librarians generally, and by the general lack of preference which students seem to evidence for this aspect of their curriculum.

That failure to adhere to the principles of teaching outlined is a cause of the difficulty cited seems likely, but of course the proposition is not proven by this paper. It is instead an intuitive judgment which provides the point of departure for the analysis which follows. Moreover, it must be emphasized that this paper reviews, and to a lesser extent, criticizes the literature and methods available for the teaching of classification within the framework of teaching principles outlined. Where classification theory is deemed ill suited to the needs to which it is put, no new theory is presented. Where teaching methods appear inadequate, little is done, can be done, in this paper to rectify the situation.

Teaching Principles Applied to the Teaching of the Dewey Decimal Classification

In considering the significant principles of teaching in relation to the classroom presentation of the Dewey Decimal Classification the first need is to identify classification goals. The ultimate goals might be stated as: The developing of (1) an understanding of the role of classification in the library. And, (2) sufficient skill in the use of the Dewey Decimal Classification system to do effective work in a library using this scheme. The immediate goals might be stated as: (1) Acquiring knowledge about the nature of classification. The use of classification in the major activities of a library. Its importance to users of the library. The terminology of classification. The philosophy, structure and characteristics of the Dewey Decimal Classification system. And, the principles involved in classification. (2) Acquiring skills in the use of the various tools, and in the classification of materials. And, (3) developing an attitude of service, of understanding, and of critical thinking toward the solution of classification problems.

Planning a course pointed toward achieving these ultimate and immediate goals involves readings on the theory and principles of classification and the role of classification in the library as well as readings on the Dewey Decimal Classification scheme itself. It involves actual practice in the classification of materials and the use of the tools. It involves class discussions, lectures and readings pointing up the attitude of service and the importance of critical thinking in this area.

The favorable climate for learning may be developed, as in any teaching situation, by an informal, relaxed atmosphere in the classroom, by involving the student in the identification of problems, and by encouraging a critical attitude toward the solution of these problems.

The psychological tenets of learning, which include readiness, motivation, guidance, practice and reinforcement can also be applied to the teaching of the Dewey Decimal Classification system. In regard to readiness it would be important to require all students to complete an introductory course on the principles of librarianship before undertaking the study of classification. Such a course should be designed to provide some motivation, also, toward a desire to know and understand classification. Additional motivation can be provided by the background readings and by the teacher. The teacher's role in guidance is important, also, in assigning readings that take the student from the general to the specific, and in presenting problems for solution. Practice and reinforcement are achieved through the solution of specific problems by the student which call for his use of the knowledge he has gained from his readings, from lectures and class discussion, and by frequent summaries of both the content of classification and the process of classification.

Varied and modern instructional methods and materials should be used, for a good course in classification must have a proper balance between theory and practice, and have variety. The variety will be provided, in part, by the content of the course, but also by a diversity of techniques and of resources. In regard to techniques, if the immediate objective is information-giving, the lecture, panel discussion, class reports or demonstrations are especially effective. If the immediate objective is to share experiences or to identify, explore, or solve a problem, class discussions are rewarding. Demonstrations and lectures are valuable in teaching skills. For variety in resources, human, printed and audio-visual resources probably should all be employed.

Evaluation is perhaps best undertaken by frequent testing of basic theory and principles and the application of these to specific problems. Class discussions are also valuable in this area of evaluation.

Resources

An attempt has been made to arrange the literature of classification into two groups. The first group includes works which supply background information on classification, such as history, theory and/or development of classification, and those which stress the role of classification in libraries and are helpful in developing attitudes. The second group includes hand-books, manuals, rule books, and instruction books. The materials in this group are of value in developing skills. Audio-visual materials which could also be employed to develop skills and/or attitudes are treated in a third group.

Group One. In introducing the students to classification theory the works of Ranganathan, who has done much to establish classification theory as a fundamental study and of Bliss, who brought a fine mind to bear on the problems of classification, would certainly be included. Ranganathan's *Prolegomena to Library Classification* (32) and Bliss's two works on the organization of knowledge (2, 3) give fundamental treatments of classification theory. The Sayers Memorial volume (6) contains several essays of value in this area. The ones by Ranganathan, Farradane, and Palmer are particularly noteworthy. The essay by Palmer is especially recommended for beginners as helpful in developing attitudes toward the proper role of classification in a library. In this work each major area of librarians' activities is examined and the influence of classification in the area is shown. Farradane, in his article, "A Scientific Theory of Classification" (18) presents a readable discussion of the theory of the structure of knowledge. The writings of Richardson (34) and Sayers (35) are thought-provoking and informative. Several other works which give general background, history, development and/or significance of classification are those of Palmer (31, 32), Eaton (16), Metcalfe (28), and Kelley (25) as well as the papers by Eaton, Taube and Shera in the University of Illinois Collection of papers on classification (23).

More advanced students would profit from a reading of the volume on classification research of the Second International Study Conference (24), the article by Shera in the collection of papers on subject analysis published by Columbia University (36) and *Theory of Knowledge Classification in Libraries* by Anand Prakash Srivasta (37). This latter is actually an elementary work but is somewhat difficult to read. Finally, from the nationalist point of view, the section on classification by Tauber in Technical Services in Libraries gives an excellent, comprehensive discussion of American classification problems.

Group Two. The second group of readings, which includes the hand-books, manuals, and instruction books lists some works which also give some theory and background information, but in every case the emphasis is on the practical.

In teaching skills it is necessary to acquaint the students with the Dewey Decimal Classification schedules and the procedures to be followed in classifying materials. Foremost among this group of readings are the Dewey Decimal Classification schedules themselves with their excellent introductions (12, 13). The 15th edition of the Dewey Decimal Classification is treated in Mills (29) and Eaton (17). Mills (29) also discusses the 14th edition and the 16th edition of the Dewey Decimal Classification, while the Classification Committee of the Resources and Technical Services Division (38), Clapp (4, 5), Custer (7), Haykin (20), and Needham (30), concentrate on the 16th edition of Dewey. A fairly detailed analysis of the 17th edition is given by Custer (8), Dunkin (14), Hinton (22), Strout (39) and Tait (40).

Rule books and manuals have an important part in the teaching of skills. The work of Cutter (9) fits into this category as do also those of Davison (10), with a very brief discussion, Harry Dewey (11), Eaton (15), Herdman (21), Mann (26) and Merrill (27). The Forest Press has published a set of rules for using the 16th edition Dewey (19) which is excellent for that edition but of somewhat less value for the 17th edition. Also for use with the 16th edition Dewey is a programmed textbook by Batty (1). This scrambled textbook is strictly practical and concerned with assigning notations, and like all such textbooks supplies self-checking and immediate feedback.

Group Three. Audio-visual materials, where pertinent, could provide variety in the teaching of classification and thereby increase interest in the subject. Unfortunately, however, and in contrast to the extensive printed resources for the teaching of classification, both the quantity and quality of audio-visual resources leave much to be desired. Practically all the motion pictures, filmstrips, slides and transparencies available commercially are designed for explaining the use of the library catalog to elementary and secondary school students and thus are not particularly helpful in the teaching of classification to library school students.

Although these materials are of limited value in the teaching of classification to library school students, some of the filmstrips and motion pictures might possibly be useful to introduce the students to the subject.

Examples of filmstrips which fall into this category are: The Classification of Books (AV-1) which discusses the need for a classification of books as well as the Dewey Decimal system specifically; The Card Catalog (AV-2) which describes the Dewey system along with an explanation of the use of the card catalog; Dewey Decimal Classification (AV-3) which shows the division of knowledge into the ten classes of Dewey and includes a detailed description of how the system is broken down into divisions, sections and subsections; Dewey Decimal System (AV-4) which explains the use of this system; The Dewey Decimal System (AV-5) which discusses the main classes of Dewey, the subdivisions, arrangement of biography and the decimal notation, and Explaining the Dewey Decimal System (AV-6) which shows the development of the system as well as its structure and use.

In addition to the filmstrips mentioned above, there are two motion pictures, again pointed toward a younger and different group, which might possibly be useful in an introductory session on the teaching of classification. The first is Keys to the Library (AV-7) and explains the Dewey system as well as covering points in library orientation instruction. The second is Library Organization (AV-8) and gives instructions on the Dewey Decimal Classification system along with instructions on the use of the card catalog.

Problems and Needs

A consideration of problems and needs in the teaching of classification raises some questions. The setting of goals, for instance, is difficult in a beginning course because of the differences in the personal goals of the students. Some students are interested in becoming specialists in this area; others are seeking general background information as support for some other area of specialization in librarianship. For whom, then, should such a course be designed? for generalists? for specialists? Should there be a blending of these two approaches in one course?

The preparation of the course itself raises still other questions. Should classification be taught separately from cataloging? If the two are taught together in one course what proportion of the course time should be devoted to classification? Also, what proportion of the time spent in the study of classification should be designated for the development of skills? Should the problems of relocation of materials be considered in some detail? Would interdisciplinary approaches to this study be valuable? The literature of philosophy abounds with works on the theory of the classification of knowledge and the literature of business is replete with discussions of relocations of materials.

In providing a favorable climate for learning cognizance must be taken of the fact that some students are more mature than others, some students have greater ability than others. How best can such a diverse group be encouraged to work together? What about the excitement of discovery of the opening of new doors when for some students the disclosures are not new and the doors are already ajar?

Readiness, motivation, guidance, practice, and reinforcement are, perhaps, easier to handle. Here, too, however, different degrees of readiness, different motivations raise the question of how best to prepare students for a course in classification. And what is the best way to provide extrinsic motivation? What proportion of the course should be devoted to practice? to reinforcement?

The varied and modern instructional methods can be readily employed by the teacher. Even here, however, a question comes to mind. Is there any value to a set laboratory period for providing practice in classification? But what of materials? The literature of classification is fairly complete, but there is a paucity of materials for teaching classification in the audio-visual field. Could these be valuable in teaching classification? What role would they play? the teaching of skills only?

Evaluation raises two main questions: when? and how? Should a number of examinations and quizzes be given to the students throughout the course? Should there be only a midterm and a final? Should essay questions be employed? or short answer questions? or a combination of the two? are oral examinations valuable? or should all examinations be written?

The needs are simple to state but difficult to fulfill. Not enough students are electing this area of specialization in cataloging and classification to meet the requirements of the profession. The fault may lie, in part, at least, with the manner in which the courses in this area are planned and presented. How best might courses in this area be revitalized?

In the area of materials, the lack of audio-visual aids has already been noted. Could not these be increased and improved for the teaching of skills?

As new editions of Dewey are published there is insufficient information about them prior to publication. Might not more and more complete information about the 18th edition, for instance, be made available? As to the editions themselves the introductions to earlier editions have been most helpful. The terminology used in the introduction to the 17th edition, however, is sometimes confusing to students. Students also find that the index to the 17th edition is too limited. Would not the teaching of skills be facilitated if the framers of the forthcoming edition of Dewey would improve the introduction, deleting less understandable terms, and expand the index?

The collective judgment of teachers of classification is most valuable in deciding aids and methods of teaching classification. Wise and experienced though these teachers are, however, their opinions of what should be needs support from competent research in the area. Answers to some of the questions enumerated above will be sharpened through one or more of the following studies.

A possible study of the use of teaching machines in the teaching of the skills of classification might be fruitful, perhaps patterned after the study conducted at Southern Illinois University on the use of machines in instructing University freshmen in the use of the library.*

More investigation into the use of programmed textbooks such as that of Batty (1) mentioned in the section on printed resources, is needed. Such texts might prove to be both effective and interesting in the teaching of skills. They might also prove to be especially well adapted to enabling students to proceed at a pace suited to their individual capabilities.

Experiments with the regrouping of materials and the regrouping of students would yield information on the best way to use the resources and the best way to provide a favorable climate for learning.

Testing is another area which might be explored with profit. Tests that teach versus tests that evaluate should be considered as well as the feasibility of developing a common test on classification which would be required of all library students. Such tests have been successfully developed and used in other areas. A notable example is the Graduate Record Examination.

Finally, a study of performance in the field would reveal the extent to which the goals have been attained and the strengths and weaknesses of the present methods of teaching classification.

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*Illinois. Southern Illinois University, Carbondale. _A Study to Determine the Extent to Which Instruction to University Freshmen in the Use of the University Library Can Be Turned Over to Teaching Machines_. Carbondale, 1963.

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XII

EXPECTATIONS OF THE ADMINISTRATOR FOR THE TEACHING OF THE DECIMAL CLASSIFICATION IN LIBRARY SCHOOLS

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The administrator expects library school graduates to be aware of the good and bad features of the Dewey decimal classification, something of its history, problems in using it and methods which have been developed to solve some of these problems. They should know, for instance, that Dewey has more consistency than most classifications, but that only about 50% of the numbers on printed cards are acceptable "as is" for any individual library. Biography is classed with the subject, not as biography. There should be some knowledge of notation and of the decimal structure. In the new concept of disciplines consideration must be given to treatment of a) the same subject in several departments, b) angles for departmental specialties, c) choice of department in which comprehensive works should be placed, and d) cross-disciplines.

Mnemonics should be understood and how development of a subject in one discipline is the same as in another, so "divide like" instructions can be used effectively. They should know how geography and literature fit into the picture, and be aware that use of 00 in some places and 000 in others results in loss of mnemonic value. Alternate numbers should be known and when to use them. Juvenile numbers are more easily and often assigned from abridged editions. They also should be aware of the existing aids to classification and the fact that DC& is issued to keep Dewey up-to-date between editions.

I. Classification in general
    A. Its purpose
        1. To bring material on same subject together
        2. To organize the book stock for practical use, reference and browsing
    B. Types of notation
        1. Pure
        2. Mixed
        3. Decimal structure

II. Basic concept of disciplines in Dewey
    A. Difference between "discipline" and "subject"
    B. Classification of different aspects of same subject
    C. Problem of "comprehensive works" on a subject that covers several disciplines and modern trend to cross-disciplines

III. Hierarchy in Dewey
  A. How the schedules show by length of number, indention and typography the structure and gradual narrowing of the subject

IV. Actually know the meaning of all of the ten class numbers and some of the more important division and section numbers (e.g., 150, 810, 973)
  This implies a certain amount of me orizing but I feel we have a right to expect it.

V. Synthesis of notation
  A. Understanding of and practice in number building
  B. "Add to" and "Divide like"
  C. Standard subdivision and Area tables

VI. Mnemonics
  A. Geographical numbers
  B. Language
  C. Standard subdivisions
  D. Development of a subject in one discipline the same as in another

VII. Meaning of bracketed numbers, relocations, partial relocations

VIII. Some history of the 17 editions of Dewey
  A. Integrity of numbers, but at the same time:
  B. Changes between editions
    1. Major reworking of certain subjects (150, 546-547)
    2. Other changes to place topics in correct disciplines, better subject relationship, eliminate duplicate provision, etc.

IX. Some introduction to the Abridged editions
  A. Purpose, use
    1. Suitability for certain types of libraries
    2. Use for juvenile Dewey numbers on LC cards
  B. Relation to unabridged editions
    1. Basic numbers same
    2. Shorter numbers can later be expanded according to full edition

X. How Dewey is kept up to date between editions
  A. DC&

XI. Aids for classification decisions in broad problem areas
  A. Merrill's Code for classifiers
  B. Guide to use of the Dewey Decimal Classification
  C. Editor's Introduction to ed. 17

XII. Book numbers
  A. Purpose - shelf arrangement
  B. How formed to achieve purpose
  C. Work letters

- XII.
  - D. Cutter tables and some practice in use
  - E. LC book number system
  - F. Possibility of use as extension of the classification, as cutter from subject, from biographee
  - G. Special arbitrary schemes, as Shakespeare, A1 for bibliography, z for criticism, etc.

- XIII. Symbols and other designations
  - A. For age levels - j, Y
  - B. For categories - R or Ref
  - C. For special types of material - Microfilm, Microcard
  - D. For location - department symbols, etc.

- XIV. Shelf list
  - A. What it is
  - B. Value as a kind of classed catalog
  - C. How arranged
    - 1. Arrangement of decimals in class numbers
    - 2. Book numbers arranged on decimal principle
  - D. Recording of copies or accession numbers, basis of inventory

- XV. How to classify a book
  - A. Analysis of book
  - B. Checking of class number with library's shelf list
  - C. If necessary, checking of library's classification policy manuals and decision files, and checking under the subject in catalog for past practice

- XVI. Local library practices
  - A. Emphasize that no library uses any one edition of Dewey completely
  - B. Reasons for variations from latest edition
    - 1. Changes in editions
    - 2. Numbers that do not conform to latest edition may have been taken from earlier editions - check back through them to see if this is the case
    - 3. Local expansions - may have been made before Dewey had any
    - 4. Local factors may influence classification
    - 5. The student should be warned not to be surprised to find such variations in any library he may go to from library school

- XVII. Recording of policies and decisions
  - A. Major overall policies such as for bibliography, biography, standard subdivisions, etc.
  - B. Acceptance or non-acceptance of changes in each new edition, decisions on specific numbers
  - C. How far to subdivide, in general and for specific numbers

- XVIII. Reclassification (within Dewey)
  - A. Criteria for decisions as to when and how much
  - B. Need to compromise with perfection for practical reasons

XIX. DC Numbers on LC and Wilson and other cards
  A. Value
  B. Warning - cannot accept any without checking local shelf list and policies
  C. Need to know from which edition assigned
  D. Many need to be shortened, especially those assigned from ed. 17, and some may need to be lengthened
  E. After segmentation of DC numbers on LC cards is started, explain it

XX. Other sources for Dewey numbers
  A. Library of Congress catalog; books: subjects
  B. ALA booklist
  C. Book review digest
  D. Standard catalog series
  E. American book publishing record
  F. British national bibliography, Canadiana, and other national bibliographies
  G. New serial titles

XXI. Dewey in relation to other classification systems
  A. Historically
  B. Present situation
    1. Trend to LC classification
  C. Types of libraries for which Dewey is best suited
  D. Cost of using Dewey
    1. Changes in schedules
    2. Reclassification
    3. Constant decisions to be made and recorded
    4. Inability of most libraries to accept exactly a fairly large percentage of DC numbers on LC cards

XXII. Dewey for those who will not become classifiers, especially those in public service departments
  Need to know:
  A. The philosophy of the system, the concept of disciplines and aspects, hierarchy, and some of the mnemonic features and specific numbers
  B. The role of classification in organization of the book stock, especially in relation to subject departmentalization
  C. The idea that classification is based on the fundamental purpose of the book, not on what may appear from a superficial examination, and that the Catalog department tries to adhere to consistent basic policies and should not be asked to make many exceptions for individual books.

XXIII. Teachers of cataloging and classification
  A. Should have had practical experience in the field, preferably fairly recently
  B. Should have respect for, appreciation of, and a positive attitude toward the role and value of classification

XXIII. C. Should have enthusiasm for the subject and transmit this to the students

D. Should present the challenge and intellectual stimulation of classification in this modern world of complex knowledge

This is a large order! Obviously it will take all levels of courses from the introductory through the advanced to cover all of these points. I realize that required cataloging courses are neither as long nor as intensive now as they were when I was in library school--way back when. But the whole situation is becoming more and more complex and the library schools should present as complete a picture as possible, along with some training in the technique of application.

END

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